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## THE NEW POLICY IN ELEMENTARY EDUCATION

BY

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Quite an unusual stir has been caused recently in the world of education by the publication within a period of six months of two press communiques on education and by the innumerable speeches delivered by the Director of Public Instruction all over the length and breadth of the presidency wherein he has laboured hard to explain the communiques themselves and the objectives of the department, and to impress thereby upon the public his unbounded sympathy for and interest in education in this province.

Before undertaking a critical examination of the communique and the policy enunciated therein, exception has to be taken to its publication when it was definitely known that a more popular Ministry was going to assume office shortly. In justice to that Ministry the document should have been submitted to the scrutiny of the new Government, and then allowed to be published by that Government as a statement of its policy and objective in education. This is not the first occasion when progress has been hampered like this. When it was known that the Government of India Act, 1919, had become law and that the reformed Government would come into office on the 1st April 1921, the pre-reformed Government hurried through legislation for elementary education by passing the Madras Elementary Education Act, 1920. That the Act was not framed with reference to the conditions that would be created by the Reforms that were shortly coming in, was the view of a large section of enlightened opinion, official as well as non-official. How far this out of date Act hampered the reformed Government in its attempts at expanding elementary education rapidly so that they might render a satisfactory account to the Indian Statutory Commission is too well-known. Soon after the Act was put into operation, grave defects

were noticed in it and all attempts at amending it suitably to the requirements of the times proved abortive owing to the unfortunate clash of interests. The present unsatisfactory condition of education is in no small measure due to the imposition upon the reformed Government of an out-of-date Act for the framing of which they were not responsible. It is hoped that the communique now under examination will not similarly be allowed to obstruct the new Government from enunciating its own policy and objectives.

In this article the communique in so far as it relates to elementary education alone will be examined, as that stage of education is under existing conditions the most important. In this connection, one has seriously to ask the question what the communique has to say for securing a rapid expansion of elementary education. Beyond overworking the already hard-worked words '*stagnation and wastage*' it contributes little to the solution of the problem. The problem of problems in connection with mass education is whose should be the primary responsibility for its expansion and improvement and how and by whom it should be provided and controlled. One looks in vain in the long communique for any lead or suggestion in regard to this point. The question of questions has been whether Government should not assume immediate responsibility in the matter and take over the direct control and financing of elementary education. For various reasons previous Governments have not chosen to face this vital question squarely and depended solely upon private effort and local bodies and upon voluntary system for rapid enrolment and improvement. That it was no use to depend upon private effort for securing the pace that was necessary was clearly indicated in the Report on Public Instruction for 1902-03. "**Education by private agencies** on which this province so largely depends **has almost reached its limits** and that any great extension in future must involve corresponding expenditure from public funds, with probably some measure of compulsion." Experience has shown not only that private agencies cannot cope with the work that lies ahead but that they are actually withdrawing gradually from the field. Experience has also shown that the part that local bodies and municipal councils can play has to be reconsidered. In the first place, they have not the funds necessary for the purpose. Secondly, they have not risen equal to the occasion and evinced a sense of responsibility in administering schools and expanding education. With such experience before us one would have expected the Government and Education Department to come forward with a bold enunciation of their policy for the future financing and control of elementary education, but the communique is strangely silent in this regard, and yet it opens with the words, "The time is ripe for a pronouncement on their general policy in regard to the main bran-

ches and grades of education." Can a mere statement of the existing condition of education and examination of its defects by any means constitute policy ? Can the appointment of Divisional Inspectors of Schools and additional subordinate inspecting agency be taken as the policy of Government in education ? Can an unsparing indictment of the teachers in elementary schools and their work be a policy ? Certainly not. Policy must refer to vital questions of the kind mentioned above and it is a pity that not even a casual reference is made to them in this lengthy communique. So long as this vital question is not faced squarely and solved boldly, it is futile to expect any very great improvement in elementary education in the province. Any reform which ignores this vital question is bound to be a mere patchwork and end in failure as the previous attempts have been.

It is a pity that all stages of education should be mixed up in one communique and this will only lead to reference to a number of committees and ceaseless discussions and inordinate delay and the shelving finally of all questions on one ground or another as has happened before many a time with the innumerable reports cited in the communique itself. Re-organisation of education in the higher stages is important indeed but what is urged is that a consideration of that question should not in any manner be made to stand in the way of reform of elementary education. The problem of elementary education is intricate enough to occupy the full official lifetime of more than one Director and Government, and it is essential that it be taken up and tackled first before other stages are considered.

To come to the contents of the communique, pointed attention is drawn to the ineffective and fruitless nature of the expenditure on elementary education owing to the fact that the number of pupils who pass out of the fifth class has declined greatly since 1905-06 and the increase in the percentage of literacy has been consequently slow and actually declining. The conclusion is therefore drawn that 'wastage and stagnation' have not only continued but increased. Be it observed in passing that these words which have been over-worked in recent years and which are like 'His Masters' Voice' flung at the face of the public in season and out of season by the inspecting Officers, are no new phenomena discovered for the first time by the Hartog Committee. Pointed attention was drawn to it in the Report on Public Instruction for the quinquennium that ended with 1911-12. Vast changes of a far-reaching character were made in education in 1905-06 which were bound to affect the organisation and efficiency of elementary education in the presidency, and the figures of that year which have been taken for comparison cannot therefore serve as useful guides for comparison. In the

first place, the results grant system which existed then made it worth while for every teacher to keep the old fourth (present fifth) standard and endavour to take as many pupils as possible through the highest class. Consequently, almost every school had the old fourth class and a large number of pupils passed out of that class. The replacement of the results grant system by the capitation grant system made it profitable for the teachers to merely swell the strength of the school without any regard to the class in which the majority of pupils attended or the need to take a large number of pupils through the fourth class. The abolition of the primary examination and the substitution of the term 'Elementary' with any number of standards from 1 to 8 for the old terms Upper Primary with standards 1 to 5 and Lower Primary with standards 1 to 4 were not a little responsible for the tendency to maintain less than 5 standards in schools. These far-reaching changes which all took place in 1905-06 made themselves felt immediately on the distribution of pupils among the standards to the disadvantage of permanent literacy by changing the figures for standards 1 to 4 from 35, 24, 19, 16, to 43, 22, 16, 14. Another factor which has tended to intensify this phenomenon has not been taken notice of by the authors of the communique. Prior to 1905-06, or even prior to 1921, education meant only education of the classes; education of the masses was unknown and did not exist. Hence only educationally minded classes attended schools, and as most of them attended the primary schools with a view to preparing themselves for the High School Course, they not only stayed on till they completed the fifth standard course but even proceeded to the high school. This position was entirely altered when mass education came to be attempted with zeal and enthusiasm. It is common knowledge that the masses could not be easily induced to send their children to school and make them attend school regularly. It is also a fact that they could not keep their children at school immediately they became economically useful. These circumstances not only affected the progress of the pupils and led to their stagnation in the same class but also resulted in their premature withdrawal. The circumstances that arose later and that led to irregular and irresponsible work on the part of schools and teachers only accentuated the disease. The disease was not however the fault of the schools or teachers. It was already there and it existed there on account of the changes introduced. The authorities who were aware of the tendency did not unfortunately take steps to counteract it then and there. It could hit upon the right expedient of compulsion as the only cure for the disease but no action was taken; consequently the evil has become serious and assumed alarming proportions by now.

The ineffective and fruitless nature of the huge money spent on elementary education over which the communique bemoans is inferred from

the fact that the percentage of pupils who pass out of the fifth standard has declined and that the rate of increase of literacy has also declined. The causes of this disquieting feature as discussed at length in the communique are —

(i) Many schools are incomplete in the sense they do not have the fifth standard which is assumed to be the normal of a lower elementary school.

(ii) A large number of schools are ineffective, uneconomical, or superfluous.

(iii) A very large number of schools are single teacher schools which are automatically presumed to be inefficient.

(iv) Aided schools still employ a large number of untrained teachers

(v) Many schools work irregularly owing to the indifference or irresponsibility or both of the teachers.

(vi) Teachers do not keep themselves up to date by learning the changes that take place in educational theory and practice.

A casual reference is made to the unsatisfactory conditions of service of the teachers and a hope is held out that necessary rules for improving them will be framed soon. The District Educational Councils and District Boards come in for their share of blame.

The first question any one will ask is whether it is the fault of the schools that they do not have the full complement of 5 standards. It is obvious that the department countenanced the opening and running of schools with less than 5 standards; there is the fact that at no time it required a lower elementary school, much less every lower elementary school to have five standards. On the other hand the rules and practice till very recently were that a school with standard 5 was treated as a higher elementary school. It was for this reason that the old Madras Educational Rules contemplated separate recognition for every standard above the fourth. The belief that a complete lower elementary school need have only 4 standards gained ground. Even the Elementary Education Act did not make the position clear. It left the matter vague. Even the rules framed thereunder copied only the provisions in the old rules and contemplated separate recognition for only standards above the fourth. These rules continue to be so even to this day although much fuss has been made about the incompleteness of a large number of lower elementary schools. For these reasons the majority of schools came to have only 4 standards. If an appreciable number of

schools now have less than 4 standards, the fault is again that of the department. Since 1930 the cry of concentration and consolidation has gone round with its central schools and feeder schools and a large number of schools came to be reduced to the status of junior or feeder schools. With what fairness then can one lay the charge of incompleteness at the doors of schools and teachers ? It is only now that the schools are told that they should have 5 standards and it would be unfair to close them without giving them sufficient time to adjust themselves to the new requirements. An expansion of a school means money and time and reasonable time should be given to it to make the necessary provision. The difficulty is going to be the greater in the case of public schools under the local bodies whose finances are far from being satisfactory for providing the additional plant and staff.

Reference is next made to ineffective, uneconomical and superfluous schools. Inefficient schools exist because they have been so long countenanced by the department. Education will suffer by any hasty attempt to weed them out as other agencies to take the place of these schools are entirely lacking. They have to be told how they are ineffective or inefficient and what improvements they should effect to be continued on the recognised and aided list, and given some reasonable time to effect the improvements suggested. If even then they show no improvement, they should indeed be eliminated. It is a point for the consideration of the authorities whether the majority of teacher managers and managing committees will ever be in a position to come to the expected standard. What should be done under such circumstances should be decided just now. The question of superfluous schools in rural areas is not so easy to decide. The mere fact that there is more than one school in a village cannot make one or the other of the schools superfluous. In the majority of cases these superfluous schools are schools run in the cheries for the benefit of the depressed classes either by the Christian Missions or the Labour Department. These schools came into existence because facilities for the education of these classes were not provided in the general schools. The evil of class prejudice is indeed dying out faster than before but it cannot be gainsaid that it still persists in many rural areas. Of course, the rules say that schools which do not admit all classes without distinction will lose recognition and aid. In the majority of cases the schools do not say that they will not take in the pupils of the depressed classes but evade the rules by saying that they do not come. The number of such schools is much larger than what appears in the departmental returns and reports. The closure of the schools for these backward classes on the ground they are superfluous will inflict therefore an irreparable loss upon the classes that deserve special attention. Another factor which has to be taken into account in this connection is

the availability of additional accommodation for amalgamating schools. In very few cases is such accommodation available and fewer managements are able to provide the extended accommodation. To close down schools for the reason they are superfluous before the authorities satisfy themselves on the points of additional accommodation and staff and accessibility will be short-sighted policy.

There then comes the case of single-teacher schools. It has been estimated that there are over 5,000 villages with a population of less than 200. Even as regards villages which have a larger population, it should be said that they are more often scattered into a number of hamlets each with a population of 200 or so. These small centres have not been distributed with any regard to the requirements of schools and education but with regard to other needs. In the nature of things if education has to reach the remotest villages and population centres, schools have to be opened and maintained in such population centres. By their smallness they cannot contribute any large number of pupils to the schools and when the number of pupils is small the department will not allow grant for an additional teacher in the case of aided schools or countenance the appointment of an additional teacher in the case of public schools. These schools have therefore to be necessarily single-teacher schools and come under the category of isolated schools referred to in the communique. No warning or compulsion will make them two-teacher or more teacher schools. In the nature of things it is impossible. It is not, however, suggested that all the single-teacher schools are schools of this kind. There may be single-teacher schools in localities which can have more than one teacher but they do not have them for the simple reason that the number of pupils attending school is too small for a second teacher. The remedy in such cases is compulsion and compulsion only. The following observation found in the Report on Public Instruction for 1906-07 is pertinent here. "The ordinary village school is small, containing on an average about 32 pupils in four or five classes, and it is out of the question to expect it to maintain a teacher even for every two classes. The only remedy at present is to train the teacher to frame his time-table so that each class is profitably engaged." It is because the training schools do not train the pupil-teachers in plural class teaching which must exist very largely in rural schools that the single-teacher schools, and for the matter of that a large number of rural schools, are inefficient.

Reference is also made in the report to the inadequacy of staff in many schools. In the case of aided schools, the number of teachers to be employed depends largely on the number for which grants will be allowed. No manager will have the inducement to keep a teacher for

each class when at the time of the assessment of grants he is told he has one or more too many for whom grants will not be allowed. Further, the question of adequacy in the sense that there should be a teacher for each class or thereabouts is unattainable in the case of most of the rural schools. The number of pupils of school-age is limited and the number of these who will attend school is still more limited. The staff to be employed even under the revised rules introduced last January depends upon the number on average rolls and on average attendance, and the number required for getting a teacher for each class is not possible in the case of many rural schools. Combination of classes and plural teaching are inevitable in such cases and the only remedy for removing inefficiency which may arise on this account is that proposed under single teacher schools, namely, training in plural class teaching and management.

Aided schools must plead guilty to the charge that they have kept on employing an increasing number of untrained teachers. But the fact is that it has not so far been prohibited or penalised. Till yesterday inspecting officers have been recommending and the Councils have been according recognition and aid to schools started by or manned by untrained teachers. Private agencies perforce did so because it was easier and perhaps more profitable to employ untrained teachers than trained ones. So long as the employment of untrained teachers is not made a disqualification, it cannot be made the subject of a complaint against aided schools. It is gratifying that greater strictness in this regard is now observed and better results may be expected. But here again reference has to be made to the possible harm that might be done to education by this measure being suddenly introduced. The employment of untrained teachers is strictly prohibited in single teacher and two-teacher schools and such schools have to lose aid though not recognition. Most of these schools are schools run by teachers in their own villages, and in not a few cases they are also past the age of training. It was for this reason that they were under the orders of Government exempted by the Councils last year. To disqualify these also will only lead to the closure of an appreciable number of rural schools. The closure of these schools and others of the kind which is aimed at in the communique will not be a matter for regret provided that complete, effective and efficient schools are built up in their place. Is it possible at all ? As already stated private managements will not come in readily to supply the want, and local bodies have not the money to do so. Who is going to step in then and build up complete, effective and efficient schools in such localities ?

The next cause to be considered is the irregular working of many schools. The communique attributes it to lack of frequent visits and

supervision and makes out a case for the strengthening of the inspectorate. If after a hundred and fifty years of enlightened administration inspecting officers of the department have to regard their work in the nature of 'policing', it betokens a very sad state of affairs. The duties of the inspecting officers are entirely different. The remark of Mr. Braithwaite made in the Report on Public Instruction for 1906-07 is worthy of notice in this connection. Speaking of the re-organisation of the subordinate inspecting agency effected during the quinquennium, he says. "As regard Sub-Assistant Inspectors they are as a body gradually coming to view their profession as an oragnising one, rather than, as was formely believed, a 'policing' one." And yet we are told after a period of 30 years that 'policing' is the most important part of the work of the Inspectors to which they should devote their main time and energy. Detailed instructions have been issued to them to visit as many schools as possible and a return of visits which is reviewed by the Divisional Inspector has been prescribed. It has also been ruled that the inspector need stay in the school for 10 or 15 minutes only and see whether the teacher is at his post and the registers are kept properly. Visits are provided for the purpose of seeing the schools in their normal working condition and helping the teachers with advice and suggestions. To convert them to 'policing' may make the work of the inspecting officer disagreeable and vexatious and will hardly conduce to improvement in education. It will never be possible to employ sufficient number of officers to do this policing work efficiently. Let the service in elementary school be made worthwhile and secure and the need for policing will not be felt.

The irregular working of schools and teachers is due to several causes such as slackness on the part of the officers of the department and inefficiency on the part of local boards and Councils. The authorities are not unaware of the situation in local bodies. To blame the teachers or the inspecting officers now is hardly fair. The real cause of the disease should be found out and effective measures taken to eradicate it. There is need for considerable improvement not only in the administration of local board schools but also in the outlook and administration of the department itself. It is easy for one in a privileged position to take a fling at the poor teachers and decry their work and responsibility but when it is seen that the conditions under which they are placed are literally stifling and stinking, they are as a lot more worthy of pity and sympathy than condemnation. It is true that schools work irregularly but it is also true that the causes therefor lie largely outside schools and teachers. Let those who wish the teachers to reform themselves reform first of all the conditions, soul-deadening conditions, for which they are not a little responsible either actively or passively.

Before taking up the last cause, namely, that teachers do not keep themselves up to date, attention has to be drawn to the observation made in the communique that the curriculum for elementary schools is unsuitable and that it should be revised by including such subjects as hygiene, civics, etc. under the compulsory group and by laying emphasis on the project method which is the best suited for rural elementary schools. It is a common tendency for people to attribute any failure in education to the unsuitability of the curriculum and revise it immediately. That the scheme of studies for elementary schools is even now sufficiently comprehensive and elastic is a thing admitted on all hands. This is what appears in the introduction to a handbook written by an officer of the department. " Some people put the total blame on the existing curriculum of studies for elementary schools, prescribed by the department, and they most emphatically advocate a thorough overhauling and revision of the scheme. I personally differ from them, and honestly feel that the course as laid down by the department is more or less a comprehensive one, with sufficient elasticity for adaptation and modification to fit into any rural environment." There are many others who hold that view strongly and it is surprising that without any reference or consultation to people who can speak with authority on the subject the Director suddenly appointed one fine morning a committee composed of persons in and round Madras. The serious trouble with schools has never been that a curriculum suited to local conditions has not been followed. Every year the teachers prepare with the approval of the inspecting officers detailed classwar and monthwar syllabuses suited to their own schools. The trouble has not also been that the subjects included in the optional group are neglected. On the other hand all imaginable subjects under the sun are brought in and taught, or attempted to be taught. The trouble has been that too much is attempted with the result that the essentials are neglected. One has to completely alter his educational principles to agree to the direction in the communique that hygiene, and for the matter of that cvics, should be made compulsory subjects. The impossibility of teaching systematic hygiene to immature minds should be obvious. Further, the study of hygiene does not in the least help in making the pupils, schools and school surroundings clean. What is practicable and necessary is practical hygiene which will inculcate in pupils the value of cleanliness and make it a habit with them. And yet we are seriously told in the communique that the whole fabric of elementary education is falling because hygiene is not included in the compulsory group. It is hoped that the revised syllabuses framed with such notions will not also be arbitrarily introduced without further scrutiny and examination by those who are at least as well-informed as the members of the Committee.

The idea of instituting refresher courses to enable teachers to keep themselves up to date is indeed commendable. But such courses should be organised on a definite plan and with a definite view and not haphazardly as is being done now in some places to catch the eye of the chief. The department should publish a monthly educational magazine in which the changes in educational ideas and ideals should be notified and articles bearing on schools and education should be published. One of the many Deputies and his Assistants be placed in charge of this work and Educational Officers should be required to contribute articles. The feeling is strong that several of the Officers are themselves years behind in education. If the Officers are men of inspiration and ideas, and have been specially trained for the job as in America the teachers cannot fail to be influenced by them.

What has the communique to say in the matter of compulsory education ? It justly condemns the policy adopted in the past of introducing compulsion without any preparation therefor and confesses that the schemes have in most cases been a failure. It also stresses the need for discrimination in introducing compulsion and applying it to localities and cases which need it most. It further emphasises the importance of taking girls into account in any future scheme. All these are indeed commendable and the public are gratified that they have been recognised at least now. But what is the positive contribution to compulsion made in the communique when for nearly half a century both the department and the public have insisted that compulsion is the only cure for liquidating mass illiteracy ? Most disappointing. We are told, and seriously too, that " when however steps have been taken as indicated in this resolution to improve and build up the average elementary school, Government are prepared to adopt the policy of gradually extending compulsion in the presidency ". The if's, when's and gradually's are very important. It is clear that compulsion as a means of liquidating mass illiteracy is brushed aside. Not only that. What has been whittled down already is attempted to be whittled down still further. The Act of 1920 contemplated universal compulsion for all children of school age. The amended Act of 1934 introduced a modified form by which it would be applied only to those who came to school. The present suggestion is that only children of the lowest age group should be brought under the purview of compulsion. Even accordingly to the computation of the Director there are at present 1,425,000 out of the total of 2,715,005 children at school who are past the age for compulsion under the rule laid down by him. That means that for five or more years over half the number of children of school-age will be exempted from the provisions of the Act for the reason they may not complete the fifth standard course before they attain the maximum age for

compulsion. This presumes that the children who are brought to schools will not at all come to like schooling and education and stay long enough to complete their education but will leave the school immediately they complete the maximum age limit.

A separate paragraph is devoted to higher elementary education. As stated already, elementary schools did not have standards above the fifth prior to 1905-06. The changes introduced that year contemplated the existence of higher elementary schools with standards 1 to 8 with a definite aim which was different from that of the secondary schools. To maintain this difference it was for a long time the rule that those who sought admission in high schools without a transfer certificate from a secondary school should pay the fees for a year of the class below that into which admission was sought. There was little enthusiasm at first for higher elementary schools for some years and their number was very small. This is what appears in the Report on Public Instruction for 1906-07. "There is as yet but little demand for higher elementary instruction in vernacular.' When the ban on the admission of the pupils of elementary schools into secondary schools was removed, an impetus was given to the opening of more and more higher elementary schools. It became profitable for private agencies to open and maintain higher elementary schools, for they could levy almost the same rates of fees as secondary schools, they were not subjected to stringent rules and conditions in the matter of recognition, and they earned larged grants by employing secondary grade teachers and becoming eligible for the maximum increase of 50% in the grants payable to them. Local bodies too showed unusual enthusiasm in this matter because members interested saw that their children or relations could easily finish the middle stage of education without paying any fees. Of course these higher elementary schools which worked as mere imitation middle schools aimed at a lower standard and achieved less, but what of that when there were any number of hungry secondary schools which were ready and willing to accept the products of these higher elementary schools for the fee income that their admission brought them. Thus, as observed by Mr. S. T. Ramanuja Ayyangar in his article which appeared recently in the press, not only have these higher elementary schools competed unhealthily with the secondary schools but they have also pulled down considerably their standard and efficiency much to the detriment of higher education. Of course all that is made up by liberal promotion in classes, and by moderation in the S. S. L. C. and University Examinations.

Apart from this defect which is by no means small or trifling, there is the question whether the funds available for elementary education could be frittered away by maintaining these schools from public funds

and paying grants to them from public funds. Of course provision for extended courses should be made but this should be after the minimum of lower elementary education has been made universal and extended to every child of school-age. Every rupee taken for higher elementary schools impoverishes the Elementary Education Fund to that extent and makes less and less money available for elementary education. It is because it is more profitable to maintain higher elementary schools than middle schools that many secondary schools have, as confessed in the communique sought and secured recognition as higher elementary schools. To carry lower elementary education to every village and child of school-age five times as much money as is now spent on elementary education is needed. Lower elementary education is the birthright of every child and is also the obligation of the State and when that has not yet been fully achieved, no pie should be spent from the Elementary Education Funds of local bodies or the funds placed at the disposal of Councils for the maintenance of higher elementary schools. For the purpose of the Elementary Education Act it should be ruled that only standards 1 to 5 will be recognised for expenditure from funds belonging to elementary education and that if local bodies and private agencies desire to open and maintain extension classes, they should do so from their own funds literally supplemented by grants-in-aid.

It may be urged that this will cut away the one main source of supply for higher elementary training schools. To this it has to be stated in reply that the time is now ripe for raising the qualification for admission into higher elementary training schools by fixing it as the possession of a completed S.S.L.C. Vast numbers of such candidates are now seeking admission. Many of the objectionable practices in teacher manager schools can be traced to the operation of the provision that candidates intending to join a training school should have served in a school as a teacher for sometime. This has seriously handicapped aspiring teachers who cannot help becoming a party to the abuses of teacher managers. This provision serves no purpose and it should be deleted in the interest of education. This will be doubly beneficial to education. It will, by shortening the course of training to 9 months, spare the stipends for the extra 13 months now paid to persons possessing lower qualifications and increase the rate of supply of trained teachers per year, and also raise the level of efficiency of elementary schools. The suggestion to conserve all funds for lower elementary education alone was made even 10 years ago but this was not unfortunately acted upon.

# THE PLACE OF VOCATIONAL INSTRUCTION IN SECONDARY EDUCATION

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Contemporary India is profoundly dissatisfied with the existing system of education. From the press and the platform University convocations and educational conferences, political leaders and educational thinkers, teachers and administrators, comes the pressing call for the immediate reconstruction of our education to adjust it to the life of the country and to the requirements of the changing times in which we live. All over the country the weaknesses and defects of the educational system are being exposed and remedies suggested. The increasing unemployment among the educated classes points to the need for revision even more strongly. No aspect of education escapes criticism to-day.

It is a happy sign of the times that there is this widespread demand for reform from both eminent educationists and men distinguished in public life and that there is unanimity among them that we must look to education to remove the various ills from which our socio-economic system suffers. The all-embracing, comprehensive reach of education to transform the life of the country is being recognised more and more.

The most far-reaching criticism against the contemporary system of education is that it makes no adequate provision for vocational training and that it attaches a disproportionate importance to a purely literary education with the distressing consequence that there is a rising tide of educated unemployment in the country. It is necessary, in the first place, to examine this charge.

It should be clear to every student of education in this country that the charge as it stands, is largely unproven. In actual fact our schools and colleges suffer, not from want of provision for vocational training, but from their concentration on the training of a definitely vocational but very limited type. Our education is essentially practical and utilitarian and has aimed at the production of Government officials, clerks, teachers, lawyers, doctors and commercial clerks, and within this narrow range, it has succeeded remarkably well. Where it seems to have failed almost completely is on the cultural and literary side. It

has not succeeded in teaching students to enjoy their life, to enter with minds steeped in the culture of their home into the heritage of their country. In our educational institutions and professional walks, the educated Indian leads a life and thinks and works in an atmosphere totally different from the life and atmosphere at home.

That our schools and colleges prepare for an obviously limited number of vocations is no fault of the system but is due to the absence of other vocations providing a living for a large number of trained men and women. Education must provide men where they are needed and can be supported. The creation of new fields of work is outside its scope. There is a great deal of unemployment among the educated simply because in society there are no fields for their employment and that is no fault of the educational system. No amount of education will create employment. The increase in new avenues of employment depends on the economic advancement of the country. When these avenues are open, then it will be the task of education to produce trained men and women to enter them. The problem of unemployment is, therefore, basically an economic and not an educational problem and no more tinkering with the system is going to solve it. Education reorganisation must wait on an economic reconstruction of society wherein new and varied spheres of work are available leading to a demand for specialised training and skill.

It would be foolish for educational institutions to start preparing their students for employment in spheres of work which do not yet exist. It would be absurd to prepare students as mining engineers, naval officers, avaitors, business secretaries, technicians, techonologists and so on when there is no steady and continuous demand for such people. Such a policy would increase the ranks of the educated proletariat unable to find suitable employment.

Though the foregoing argument might be conceded to be largely true, the fact remains that the secondary school in our country, which, of all institutions, ought to exhibit wide variety and elasticity in response to changing conditions of life, has remained hitherto a stereotyped institution whose sole function is to pass its pupils through the matriculation as the portal to a limited sphere of Government service or to the great lottery of the legal profession. The whole of the secondary school system, with exceptions, which though of great interest are trifling in number, is dominated by the matriculation system; and the secondary schools are extraordinarily alike all over India.

The high school is par excellence an institution for the education of all adolescents; in other words, its function is broader than that

usually connoted by the term secondary education, and covers not only the work that ends with the matriculation, but also that provided in trade, industrial, commercial, technical and domestic science schools. The aim of secondary eduation ought chiefly to be the cultivation of (1) civic-social-moral responsibility; (2) recreational and aesthetic participation and appreciation; (3) occupational efficiency (including preparation for higher institutions) and (4) physical efficiency.

The main question for us in this article is 'How to achieve occupational efficiency in secondary education?' A few further questions arise: (1) When should the preparation for vocations begin? At the conclusion of the secondary school course or at some intermediate stage (2) Where should vocational training be imparted? In a general high school as a parallel course or in some specialised institution as a separate course (3) What ought to be the duration of vocational training at the secondary stage? (4) What should be the curriculum of a school providing courses in vocational instructions? (5) How should pupils be guided into diverse courses of training?

Before we proceed to deal with these, a preliminary question must be answered. Should secondary education be available to all who want it or should there be a limited number only who should be allowed to enter it? It has quite often been suggested that the standards of the matriculation and university entrance examinations should be stiffened in order to prevent pupils prolonging their literary studies unduly. This, in its turn, it is suggested, will prevent students entering secondary schools and thus swelling the number of the unemployed. This may be an admirable suggestion on other grounds but pupils ought not to be denied opportunities of secondary education merely because they come to it in large numbers. This number is strictly very small when compared with the total school-going population of the country. The need is not for restriction of the field of education but for its wide expansion.

Secondary education means not a certain type of school but educational provision for earlier adolescence in general. It is clear that all the needs of adolescent population cannot be met by one type of institution, hence secondary education for all demands careful selection and wise distribution. At present, we seem ill-equipped both in institutions and ideas. There is the sharp but false antithesis between cultural and vocational education. The cause of culture suffers as tending to be identified with a barren intellectualism, against which the world is reacting more and more, while failing to integrate with, inform and inspire, vocation. Culture is not rooted in productive usefulness and vocational is not rendered valuable and significant through cultural meaning.

For guiding principles in reconstruction we must surrender the idea that a single type of school is necessarily the best place of education for all alike, and resolutely explore and organise the system of vocational preparation. There must, therefore, be diversification of types of secondary school, whether separately or within one unit, also co-ordinate organisation of a system of true vocational schools, for pupils whose vocation is determined, with the organised industry and professions playing an effective controlling part.

When should vocational preparation begin? Assuming that all over the country a four-year period of primary schooling would seem to be necessary, it is clear that this period is too small for anything else except for placing the tools of knowledge in the hands of pupils—attainment of literacy. Education can hardly be said to have begun at this stage, considering the short duration and the proverbially inefficient teaching prevailing in the primary stage. This, therefore, is not the stage when pupils should be entered into vocational schools. It is vital that these should be a 'vestibule' period between primary and secondary education, spent not in a particular school but under suitable observation. This period should be both preparatory and exploratory, and fall on the secondary school side as looking forward to adolescent interests, begin not later than at 12 years of age—age, not attainment, being the criterion, and end quickly for more able pupils marked out for advanced general education. All should pass through it. It demands particularly able teachers capable of discovering their pupils' attitudes, interests and vocational aptitudes. Definite vocational training should thus be based upon a course of general education. At the conclusion of this course, which should end normally at plus 15 there should open out of the 'vestibule' three main avenues, each leading to a defined goal, distinct but not segregated, and admitting of transfer of pupils from one to another preferably in separate but possibly in large 'omnibus' schools :—

(1) A Junior courses—ages upto plus 15 with a balanced curriclum of diversified content.

(2) A middle course—ages upto plus 17 articulated with an advanced course and entrance qualification for industry or the vocational school and as qualifying for University entrance.

(3) An advanced course—upto 18 or 19—needs special development in our country as a main selective agency between 'intellectuals' and the rest.

At each of these stages there should be two main forms (1) preparatory to University study and the higher techonological training and

(2) general. The University's function is to train for leadership. The general course, loosely organised with a wide range of options, would cater for the less able scholastically and would serve to drain off unsuitable students from the universities.

There should be a complementary vocational organisation vocational schools, whether whole-time or part-time, need to reduce the casual or occasional element in work or enrolment and to organise a variety of courses adjusted to the leaving standards of the above three levels.

(1) The Trade School mainly for part-time apprentices but with some full-time work. It may be a junior department of a technical school. Main trades should be taught in this school, namely, carpentry, smithy, leatherwork, bookbinding, printing, tailoring.

(2) The technical school would give business and secretarial training and provide lower preparation for higher work. The co-operation of industry in organising recruiting is essential. These schools should help to drain off the unsuitable from the University.

(3) The Technological schools usually the University. It should include training in technology and engineering as well as professions like Teaching, Medicine, Law.

There should also be a selective type of school for children between 11 and 15 or 16. This school should take in pupils who are especially above the average in intelligence and it should have a definite vocational 'bias'. It should not be regarded as a trade or technical school nor as a general school preparing its pupils for entry into University. Its curriculum would be less academic and should offer a variety of subjects and craft work including agriculture, business training, printing, bookbinding, cookery, needlework, metalwork. These would be a common 'core' of subjects of general education, namely, English, Mathematics, History, Geography, and Elementary Science with several optional subjects. All these would be given a 'bias', vocational and commercial. A school like this would be the training ground for future entrants into various types of trade, technical and technological institutions. These the foundations of a general culture with a vocational bias would be laid and capacities and aptitudes of pupils discovered and guided into suitable channels. This school would provide the real 'vestibule' period between the Primary and the Secondary stage.

In order that such a scheme of vocational instruction at the secondary school stage may succeed it is essential that certain important considerations should be kept in mind.

(1) There must be a close integration with the economic system of the country. Education must prepare for avenues of work open and available, for vocations demanded by society. It would be foolish to prepare students for work for which there would be no demand. Such a remedy for educated unemployment would render it even worse. This means that there should be made a close and scientific study of the available channels of occupation and this in its turn demands a close co-operation between education and industry. In the scheme as proposed above of diversified types of secondary school with a co-ordinate organisation of a system of true vocational schools for pupils whose vocation is determined, organised industry and profession must play an effective controlling part. In the strictly vocational preparation there must be an increasing participation of organised industry and commerce in the work of planning and providing for their own recruitment.

(2) There should be no compromise with the essentials of culture, that is, by vocationalising the secondary school itself or by unduly vocationalising the course. The system should guard against the division of both of subjects and pupils into vocational goats and cultural sheep, in such a way that those pupils who are labelled 'vocational' are encouraged to sniff at so-called cultural pursuits as being in some way highbrow and unpractical, while those labelled 'cultural' are contemptuous, to their own loss, of activities which are really involved in adequate culture but now happen to be called 'vocational'. Such a division will only perpetuate that fatal dualism which is at the bottom of so many of our modern troubles in diverting pupils to vocational pursuits. 'Practical' and 'vocational' should not be used to describe any particular group of studies in the ordinary school. Vocation here should still be a phase of general culture not to be sharply distinguished from it. Distinction tends only to debilitate culture and to detach vocation from its wider significance.

(3) The whole scheme should be flexible. Pupils should be free to move from one vocational activity to another until they settle down to the one they like most and show the best aptitude for. The exploratory function of junior stages is of paramount importance. No pupil should have the choice of this vocational activity dictated to him irrevocably. Promise of future talent is not easily discoverable and can be best formed by actual trial. Hence the scheme should permit reasonable flexibility of choice and preparation.

(4) Scientific vocational guidance is absolutely necessary if the plan is to work successfully. There should be at least one teacher well trained in vocational guidance in each secondary school. It will be his

duty to administer tests of vocational aptitudes and to direct pupils into suitable channels of study and work. Such tests will need to be carefully prepared and standardised, perhaps differently for different parts of the country.

(5) Another essential condition is occupational analysis that is physical, mental and moral traits acquired for success in an occupation This is a difficult and laborious piece of work, but unless it is undertaken and carried out, there can be no scientific guidance of pupils into vocation suited to their capacities.

In order that the products of secondary educational system as outlined above, may be made to render with efficiency the service for which they have been fitted, there should be a scheme for their proper employment after due vocational employment agencies whose task it will be to keep an up-to-date register of occupations in consultation with industrial, commercial and business firms.

The need for orienting the system of secondary education in the direction of vocational training is immediate. Hitherto it has been a single-track system leading to the University. What is now required is to make it self-sufficient in a large measure and to plan education at that stage in such a way that it would meet the requirements of the changing conditions of life in this country. The scheme evolved must be characterised by (1) wise selection of pupils; (2) careful distrition of schools; (3) wide diversification of subjects and curricula; (4) integration of cultural with vocational aspects of education and (5) integration with the existing economic structure of the country. Such a scheme will need the co-operation of the administrator, the teacher and the parent.

# SCOUTING IN INDIA

## II. The True Inwardness of the Scouting Mentality.

BY

DEWAN BAHADUR K. S. RAMASWAMY SASTRIGAL.

We are all God's children and He has given to us this wonderful world to use it for our welfare and our enjoyment and to love Him as its creator and as our Lord and as our Friend. It follows, therefore, that all institutions from the school to the state must form means of increasing such feeling and such conduct in us. If any institution fulfils such a purpose it is worthy of praise. If it fails in such purpose, it deserves condemnation.

Scouting also must be tested by the same acid test. It is a means and not an end. An institution becomes a source of debasement and corruption if it is treated as an end in itself. Scouting is intended to supplement schooling so that both together may make our boys and girls know themselves and other human beings and nature and God better than either would do by itself.

The infant lives on in the boy and the boy lives on in the man. The scoutmasters, like the schoolmaster, should regard his primary function to be to let the finer and nobler elements of the boys' nature to run freely. He should interpose only now and then to guide and even more occasionally to chastice and to prune. The passion for the Beautiful and the Good and the True is implanted in all. But different persons have different strata impeding the upward thrust of the fountain. The scoutmaster and the schoolmaster must help the surging Humanityward and Nature-ward and God-ward impulse find its way out. They must have true reverence for the human personality and they must be invincible optimists.

Like all other great Universal Religions, Hinduism gives a powerful lead to the scoutmaster and the schoolmaster. Mr. F. W. W. Griffin rightly says " As a respite from considering the present welter of psychological facts and fancies it is interesting to recall that three thousand years ago Hindu teachers were postulating a threefold manifestation of Divinity, as Wisdom, Power and Will. They taught, moreover, in accordance with the tenet " as above, so below " that the manifestation in activity of humanity was similarly triple ". He is, however, wrong in thinking that the truth that Love is a form of Power and also

transcends it was the discovery of a later age. Hinduism teaches that Love is the fusion of Wisdom and Power and Will and that Love itself is but the outflow of Bliss. The deepest thing in man is Happiness. Whatever we think and say and do must allow the expression of Happiness through Love which flows through the channels of Wisdom and Power and Will.

Such Happiness is quite different from Pleasure. Pleasure means following the call of the senses but happiness implies following the call of the soul. There may be pleasure in tasting a forbidden fruit but there is pure pleasure in looking at a star. The scoutmaster, like the schoolmaster, must store and radiate happiness if he desires to evoke true happiness in the boy. When an electric current is sent through a wire magnetic power is generated there, and such a wire can impart magnetism to another wire which is brought into the magnetic field. If the scoutmaster and the schoolmaster are full of the spirit of Happiness and Love and have Wisdom and Power and Will, they will evoke such qualities in the boys. Just as a torch can be kindled only at a living flame, so life must shine by torch of life. Only a life of realised ideals can impart ideals and then lead to their realisation.

When I refer to ideals, I wish to make it clear that they, even more than institutions, must be the means of helping the expression of Happiness and Love and their derivatives viz., Intellect and Emotion and Will. The ideals must, in the case of boys, cling around individuals. It is hence important in India to stimulate the admiration of the boys for the immortal heroes of the two immortal epics of India. In a later Chapter I shall refer to these. If you wish to cure a boy of falsehood or theft or other defects, there is no use in giving him mere copy book maxims or stern injunctions. Make him love Harischandra and Rama and other heroic characters. At the same time tell him to love all others as he loves himself. Then he will himself refrain from harming others by uttering untruth or by depriving them of what they have. Place before him the symbols around which the affections of the people have clung for centuries. If you wish to bring in the totem element, bring in the Garuda or the Swan or the Bull or the Peacock or the Lion or the Elephant etc., and let him think not of the beast or the bird alone but also of the God and Goddess connected with it. Psychology teaches us the value of autosuggestions and external suggestions. Do we put the power of suggestion to the maximum use of which it is capable ? Do we really hitch our wagon to a star ? Not at all.

Quite as important as Symbol is Song. Every scout troop should have its Troop Song besides the song to God and the National Anthem

and the song to Mother India. In song there is not a mere lifting up of the voice ; there is a lifting up of the heart.

In the same way each scout troop must have its flag. The flag is a centre of loyalty and a symbol of aspiration ; if every troop has for it a special flag along with the Union Jack and the Indian National Flag, there would be a welding together of comradeship along with Loyalty and Patriotism. Every boy—nay every man—needs external aids to intensify and to fuse together his loyalty to God and Crown and Country.

It is good also to have a special motto. The general motto is admirable. But a special motto gives a sense of ownership and intimate possession. Everytime we read it or hear it we feel as if we are knit more intimately to our comrades and renewed in spirit. The human mind has subtle mysterious process by which it sublimates itself. External aids to such sublimation are of value as quickening and invigorating such process of the mind.

We hear much about the still small voice of conscience. But while the passions are strident and eruptive, we cannot hear it. It is when by the above said and other external aids the passions are calm that the still small voice can be heard. Mere external codes or sermons are of little use.

# THE PRIMARY TEACHERS—THEIR PAY AND EFFICIENCY

BY

PROF. M. S. SRINIVASA SARMA, M.A.,
*National College, Trichinopoly.*

## I

" The usual reply in regard to the responsibility of teachers is that not much can be expected from a class of persons who draw low salaries and work under difficult conditions. I am not prepared to accept this as a legitimate excuse. In the first place keenness in one's work and the endeavour to do the utmost which lies within one is not the prerogative of the wealthy and high paid only. Lack of this world's goods and difficult conditions have throughout history never prevented real inspiration, self-sacrifice and ardent zeal for a particular type of work." Mr. R. M. Statham (Address to the Coimbatore District Elementary Teachers' Conference).

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" It is unfortunate that the (teaching) profession has not been able to organise itself sufficiently to withstand adverse influence. It teachers are ill-paid, if there be no security of tenure, if their continuance in service depends on the whims and fancies of managements, is it possible that they will be in a position to perform their daily task properly, and inspire the students in the right direction ? '—Dr. A. Lakshmanaswami Mudaliar (Madras University Convocation Address.)

* * * * * *

Reconstruction is the watchword of the hour. The primary schools stand in urgent need of reconstruction. Plato compared education to a wheel. What he meant was that education, like a wheel, if set going on proper rails in the right direction and guided by the right men will travel with ever increasing velocity. It should be remembered that especially at the kindergarten stage the teacher is dealing with forces that make for the liberalising of life, the strengthening of character, and the creation of wholesome and stimulating ideals. The formative factors which are to shape the individual and mould society are in his hands. He is in a strategic position to supervise the growth of character and culture in children, and is directly responsible for integrating education with the life of the nation. The elementary teacher is thus the very backbone of education; and upon his efficiency depends whether we are to become an educated nation or not. The great purpose of elementary education is to give the "elements" of

education to the children, that is to say, to lay the foundation for all other education.

The most difficult of all educational work is to teach young children. It requires special skill, in-born ability, and high technique, quite different from that required for the teaching of high school boys or college men. In fact the professor's work in a college or even the L.T.'s routine in a high school is nothing when compared to the task of the elementary teacher. Even a tyro in psychology will tell you that the education of a child during the first ten or twelve years of its life is of the greatest importance, and that the way in which the child is handled during the years of infancy and boyhood determines its character and career to a much greater extent than any education it receives afterwards. Unless and until the invaluable services rendered by the primary teacher are recognised and attempts made to elevate him to the position he deserves, all steps devised to further the cause of the higher education of the country are foredoomed to failure.

Fairness and uniformity of administration are the real achievements of modern civilisation. The affairs of men to-day are strictly governed by "business principles."; and the significance of professionalism in our modern social life may be measured by the fact that a thousand and one "codes of ethics," and "standards of business" have emanated from professional and business organisations. These are symptomatic results of a complicated and deeply rooted social movement. The professional man by virtue of his superior ability and training in a particular field of activity feels entitled to charge for his services. And this prerogative is not only granted and secured to him by law but by the public as well in its recognition of the desirability of seeking his services. And yet the present Director of Public Instruction, Mr. R. M. Statham says that low salaries, mean and despicable persecutions and difficult conditions should not stand in the way of real inspiration, self-sacrifice and ardent zeal. This is sublime idealism indeed! But should the poor elementary teachers alone by obligated to sentimental and absolute idealism? Are the doctors, engineers, lawyers, D.P.I's and D.E.O's, precluded from considering the financial side while engaging in their particular type of work? Does not the professional career in the sense of the performance of services entitle a man to a relatively decent income? Is the doctor ashamed to demand, and does the patient grudge to pay, the usually heavy fees charged for services rendered? Why then should the schoolmasters alone be asked to deliver the goods in a spirit of self-sacrifice in a world which is based on economic and industrial foundations?

The elementary teacher's pay is a paltry pittance of 15 or 20 Rupees. He is paid less than all other members of the profession, but has larger classes and longer terms. Imagine the teacher, with this absurdly low salary which is not free from unjust and inexcusable "cuts", himself always the target of mischievous and cruel attacks from the Board Members and Inspecting Officers and in perpetual dread of losing the job—Do you think these conditions will enthuse him to discharge his duties with zeal and earnestness ?

That teaching is a mission and not a profession, and that the teacher should not besmirch his fair name by any considerations of pay and rewards for his services is not in any sense a new idea. Plato was vehement in his attack on the sophists for their practice of taking fees for their teaching.

The sophists were the professional teachers in the ancient Greek City-States who did duty on strictly "business" principles and demanded heavy fees for their tuition.

His reason was that it created a false relationship and robbed the teacher of the independence he ought to maintain. His conviction is that education is an affair of the spirit, and that spiritual goods cannot be bought with money. But what is the condition of India to-day ? Education with us is state-supported and state-regulated; and all schools are under the control of some public body. The Government not only prepares the syllabus, but also, with its army of inspectors and the whole gamut of rules and regulations controls the entire process of education so much so that the initiative and the responsibility of the teacher are practically killed. He is more anxious about the "returns", and the abject adherence to "departmental rules" than about the learning and the adoption of the latest and the most effective methods of teaching.

"Physician! Heal thyself." Will there be any room for the wholesale condemnation of the primary teachers if the educational officers and their deputies think less of the red-tape and more of the human side of educational work ? How many of the whole host of the inspecting staff are conversant with the latest discoveries in applied psychology and consider it their duty to initiate the primary teachers in the most efficient methods of teaching ? It is open to question, moreover, whether our authorities, the Boards and committees are throughout inspired by that true knowledge of life and its meaning which is the only genuine qualification for their task. At any rate it is they who lay down the lines on which teachers are compelled to work. In these circumstances it is adding insult to injury to preach to the starving teachers the inane platitude that money is "filthy lucre."

There is an entirely erroneous impression in the minds of most of us that teachers in ancient India did not receive remuneration for their professional services, and that we would therefore be disloyal to our best traditions if we should demand pay. Manu says II. 246.

क्षेत्रं हिरण्यं गामश्वं छत्रोपानहं आसनं ।
धान्यं शाकञ्च वासांसि गुरवेप्रीतिमावहेत् ॥

The pupil should bring about the satisfaction of the teacher by offering him a piece of land, gold, a cow, a horse, an umbrella, a pair of sandals, a seat, paddy vegetables and clothes. Again he says II 141.

योऽध्यापयति वृत्यर्थं उपाध्यायः स उच्यते ।

" He is called an Upadhyaya who teaches for the purpose of making his living."

Of course we cannot altogether ignore plato's objection that anything approaching a commercial spirit is a desecration of education, and that those who follow this high vocation must be free from the taint of mercenery motives. But the only way to safeguard the disinterestedness of the teaching profession is the complete equalisation of salaries for every kind of educational work with a uniform scale of increment for length of service only. The salary should be sufficiently liberal to secure freedom from petty anxieties, adequate facilities for recreation and travelling, and proper provision for old age. There is no reason in the nature of things why Principals, Professors and Inspectors should be paid higher salaries than the primary teachers. The only reason for preferment should be the fitness for the particlar work. The only fitting reward for those engaged in education is greater and fuller opportunity for service. Work is its own reward—work, congenial work, work suited to one's talents, in which one feels at home and comfortable, and in which one can express oneself and of which one can be proud. It is in this spirit that all the colleges in Poona are working. All the members of the staff from the Principal to the Pandit draw the same salary of Rs. 120 a month. We all to-day protest vehemently against the caste differences and the arrogance of the High-caste men. But what about the numberless (artificial) castes of Headmasters, Principals, University Professors, College Lecturers, D.E.O's., D.P.I's., High School teachers and elementary schoolmasters ?

It is frequently urged by and on behalf of University teachers, engineers, etc., that if the profession does not offer what are strangely called good salary and better prospects," it will fail to attract the best men and women. Why then, I wonder, is this principle not applied to

the primary teachers by Mr. Sthatham ? For a number of reasons, independence, the life-blood of growing manhood is not commonly the lot of the teacher. He is everywhere a man who has put the grosser prizes of acquisition behind him ; but if he is to be effective in the work of his modest choice, he must be paid enough to maintain his family in decent comfort without extra earnings, to be able to purchase the tools of his trade in the shape of a select library, to have a change of scene once a year, and to be able to dispense an unassuming hospitality to his students.

The teacher is the pivot upon which the whole educational system moves. The most essential condition for the success of education is the supply of a sufficient number of men and women of the type best fitted to train character and develop thought. A failure here as regards quality or quantity would paralyse all advance and frustrate the brightest hopes. The conditions of service should be made more tolerable for men, of independent spirit and more attractive to men of first-rate ability. The educator must be released from conventional restraints, and be at liberty to express his individuality in the ideals and methods of his school. In short he must be trusted, and receive official consideration due to his professional standing and the importance of his service.

## THE TEACHING PROFESSION

"**All of the Professions have this in common**: that they exist for the welfare of humanity. But each has its special obligation and field of work ; The lawyer to improve the law and perfect justice ; the physician or surgeon to safeguard health ; the minister to cultivate spiritual life and safeguard social ideas ; the engineer to assure public safety ; the architect to construct useful and beautiful buildings ; the teacher to foster life-long learning and growth among all the people. It will be observed that the task of the teacher is at the foundation of all the others. There cannot be justice without intelligence ; health without knowledge ; spiritual life without good habits ; or art and engineering without taste and aspiration. The teacher's work is the most important because it touches all of life."

JOY ELMER MORGAN.

# THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND.

MINUTES OF THE ANNUAL MEETING HELD ON 7TH MAY 1937.

The Ninth Annual Meeting of the General Body of the Protection Fund was held at the Conference pandal at Tanjore on Friday the 7th May at 2 p.m., with Mr. M. S Sabhesan in the Chair.

95 members were present.

Mr. M. K. Ramamurti, Hony. Secretary, presented the Annual Report. It was resolved that the Report be taken as read.

It was then moved that the Report be adopted and the propostition was seconded. Members offered suggestions while discussing the motion. Messrs. M. R. Subramanya Iyer and S. S. Viswanatha Iyer of Gobichettypalayam suggested that the rate of fine on overdue call money be reduced in view of the hardship caused to many a poor teacher by such a heavy penalty.

Mr. C. Ranganatha Iyengar (Gooty) pleaded for a more vigorous drive for membership and Mr. Kalyanarama Iyer (Tirukattupalli) suggested the need for a well thought out plan for propaganda work.

Mr. T. P. Srinivasavaradan (Madras) suggested that till a sum of about two lakhs is invested in gilt-edged securities, money should not be invested in commercial enterprises. He also stated that the average age of members admitted during 1936 was well over 34 as deduced from the addition to the Reserve Fund. The Secretary pointed out that the calculation of average age referred to by the member was wrong. The cash and market price of the bonds owned by the Fund and various other information of routine details were furnished as requested.

The Report was adopted unanimously.

The following office bearers were then elected:—

*President.*—Mr. M. S. Sabhesan, M.A., Professor, Christian College, Madras.

*Vice-President.*—Mr. R. S. Subramanya Iyer, B.A., L.T., Hindu Theological High School, Madras.

*Secretary.*—Mr. V. Srinivasan, B.A., L.T., Hindu High School, Triplicane.

*Other Members of the Board.*—Messrs. N. Kalyanarama Iyer, B.A., L.T., Sir Sivaswamy Iyer High School, Tirukattupalli; E. H. Parameswaran, M.A., L.T., Head Master, Thirthapathi High School, Ambasamuram; M. K. Ramamurti, B.A., L.T, T.T.V. High School, Madras; S. T. Ramanujam Iyengar, B.A., L.T., E. R. High School, Trichinopoly; S. Srinivasa Iyer, B.A., L.T., S. M. D. High School, Vellore; S. Srinivasan, M.A., L.T., Theosophical College, Madanapalle.

*Auditor.*—Mr. V. Soundarajan, B.A., G.D.A., R.A., Madras.

The budget was placed before the General Body for information.

The meeting next placed on record its appreciation of the services to the Fund by the retiring office-bearers.

The amendments to rules Nos. 6, 9, 12(a), 12(b), 14(b), 18 and 19 given notice of were taken up for consideration. The amendments to the above mentioned rules were carried, except the one relating 12(a). The rules as finally amended by the General Body will read as follows:—

Rule 6.—Second paragraph:—'Applicants for admission to the Fund may be allowed to pay the sum referred to in Rule 6 under Admission in instalments of not less than Rupee one per month but they may be admitted as members provided the last rupee is paid within six calendar months of the first payment or within the calendar year whichever is earlier; if the entire amount be not paid within the prescribed period, the amount already paid shall lapse to the Fund and be carried forward to the Reserve Fund. Applicants who have been allowed to pay in instalments will be entitled to the benefits of the Fund only from the date of being admitted as members on completely paying up the sum referred to in Rule 6.'

Rule 9. *Benefits*: Remove the portion of the Rule beginning from '*Benefits*' in line 5, and ending with '*shall be issued,*' in line 16 and substitute the following as 2nd paragraph:

'Benefits shall also be payable on increased scales for proportionately increased monthly calls; but on a single life, not more than four units of benefits shall be issued in the case of members within 35 years of age, not more than three units in the case of members between 35 and 38 years of age and not more than two units in the case of members between 38 and 40 years of age, on the date of application for admission, provided that this clause shall apply only to admissions on and from 7th May, 1937, the admissions prior to that date being governed by the provisions in force in that behalf until the said date.'

Rule 12 (b) 'A married subscriber shall not ordinarily be permitted to assign the amount of benefit to any one other than the subscriber's wife, or husband or children'.

Rule 14 (f) Notwithstanding the foregoing, if such a person applies within a further period of three months to be reinstated as a member of the Fund and pays a reinstatement registration fee of Rupee one and the arrears of subscription and annual contribution together with all the monthly calls and fines, if any, due for the period up to date of re-admission, he may be eligible for readmission. It shall however be open to the Board to readmit a member condoning either delay in the submission of application for readmission or the failure to pay the dues in full or both; and on such reinstatement he shall become entitled to all the rights, privileges and benefits of the membership of the Fund.

Rule 18.—The members of the Board, and an auditor or auditors shall be elected annually by the members of the Fund at a meeting to be held ordinarily not later than the 30th of June, following the year of report, and shall hold office till the subsequent election. Interim vacancies in the Board of Management may be filled by co-option by the Board; and such co-opted members shall hold office for the unexpired period.

Rule 19.—Add the following as (d).

'The Board shall have the power to appoint a member of the Board as 'President', 'Vice-President' or 'Secretary' as the case may be, when an interim vacancy occurs.'

The following Resolutions were next considered and declared carried:—

RESOLUTIONS

(a) Resolved that the amounts lying unclaimed for over twelve months in the suspense account of non-members and of persons who have ceased to be members, do lapse to the Fund and the same be carried over to the Reserved Fund.

(b) Resolved that the amount outstanding as special and ordinary loans or as back fee from such persons as have ceased to be members of the Fund as on 7th May 1937, be written off and the same be debited to the Benefit Fund Account.

(c) Resolved that the moneys due as loans (ordinary and special) together with interest thereon from members, who by default, have ceased to be members and who have not been readmitted, shall be written off and the same be debited to the Benefit Fund Account.

The Meeting came to a close at about 4-30 p.m.

M. S. SABHESAN,
*President.*

V. SRINIVASAN,
*Hony. Secretary.*

Triplicane,
22nd August, 1937

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# N. E. F. DELEGATION AND CONFERENCE RECEPTION COMMITTEE

An influential delegation of New Education Experts will visit Madras during the last week of October 1937.

A Conference on New Education and special group discussions on New Education Problems are being organised.

Join the Reception Committee at once.

Particulars of Membership—Minimum Rates.

| | | |
|---|---|---|
| Patron | .. | Rs. 25 |
| Donor | .. | „ 10 |
| Institution | .. | „ 5 |
| Individual | .. | „ 2 |
| Teachers under training | .. | Re. 1 |

For further particulars write to K. K. Jacob Esq., M.Ed. (Leeds), Secretary, N. E. F. Reception Committee, Christian College High School, G.T., Madras.

All remittances to S. Madhava Rao Esq., Treasurer, N. E. F. Reception Committee, Christian College High School, G. T., Madras.

# THE S. I. T. U. WORKING COMMITTEE

*Proceedings of the meeting of the Working Committee held on* 14*th August* 1937 *in the office.*

Present. Mr. S. K. Yegnanarayana Iyer (in the chair)
Mr. M. S. Sabhesan.
Mr. S. Natarajan.
Mr. V. Bhuvarahamurthi.
Mr. V. Srinivasan.
Rev. Milton G. Kuolt.
Mr. S. T. Ramanuja Iyngar.
Mr. C. Ranganatha Iyengar.
Mr. S. K. Subbarama Iyer.
Mr. E. N. Subramanya Iyer, and
Mr. E. H. Parameswaran.

I. The secretary made a statement and arising out of it the committee passed the following resolutions.

(1) The Director of Public Instruction be requested to see that steps are taken to change the existing rules regarding the provident fund as the working committee is well aware of the fact that the requests contained in the memorandum contravene the rules as they are at presnt.

(2) The invitation of the South Kanara District Teachers' Guild to hold the next Provincial Educational Conference be accepted.

(3) The District Teachers' Guild, West Godavari be affiliated to the S. I. T. U.

(4) That Mr. A. V. Kuttikrishna Menon, Principal, Zamorin's College, Calicut, be our representative at the Inter-national conference of the Educational Associations to be held at Japan.

(5) That the expenditure of Rs. 2-8-0 incurred by the secretary in giving tea to Mr. Kuttikrishna Menon be approved.

(6) That the sum of Rs. 66 paid by the Tinnevelly District Teachers' Guild be accepted in full settlement of all amounts by way of subscription due from the Guild upto the end of June 1937.

II. Mr. S. K. Yegnanarayana Iyer, made a statement regarding the Publishing Company viz., that application for its registration under the Co-operative Societies' Act has been forwarded to the Deputy Registrar, Madras and that the work could be started as soon as the bye-laws are approved and the certificate of regisration is received.

III. Mr. S. K. Yegnanarayana Iyer made a statement about the visit of the New Education Fellowship Delegation and the step taken by the S. I. T. U. in organising an Ad Hoc Reception Committee. The action taken was approved. The secretary was authorised to send an appeal to all the constituent Guilds and teachers' associations requesting financial help in the matter of giving proper reception to the delegation.

IV. (i) It was resolved to recommend the names of Rao Bahadur K. V. Rangaswami Iyengar, Principal, Hindu University, Benares and Dr. Bhagavan Das

of Benares, to the presidentship of the coming All-India Educational Conference to be held at Calcutta.

(ii) The following people be nominated to be the representatives of the S.I.T.U. on the Council of the All-India Federation of Educational Associations. Messrs. E. H. Parameswaran, C. Ranganatha Iyengar, M. S. Sabhesan, S. K. Subbaraman and W. Satyanarayana.

(iii) That Messrs. N. Subramanyam of Teachers' College, Saidapet and S. Nataraja Iyer be allowed to go as delegates of the S. I. T. U. to the All-India Conference and the Treasurer be empowered to pay the delegation fees of these two.

(iv) Mr. M. S. Sabhesan is requested to draw up a list of subjects and send it to Mr. Khattry for consideration at the conference.

V. It was resolved that the Education Week be held from the 25th to 31st of October so that it may synchronise with the visit to the City of Madras of the delegation of the New Education Fellowship. It was further resolved that an Ad Hoc Committee to be in charge of the Education Week Celebrations be formed as usual.

VI. The following members were co-opted to the Executive Board of the S. I. T. U. 1. Mr. M. K. R. Dikshitalu, President Teachers' Association, M. H. School, Bimilipatam. 2. Mr. M. Seshachari, President, Teachers' Association, R. K. Middle School, Allur, 3. Mr. P. V. Gangaraju, S. R. High School, Challapalli, 4. Mr. T. Suryanarayanamurthi, Taluk High School, Tenali and (5) Mr. E. D. Martin, Wardlaw High School, Bellary.

VII. The report of the convener, Vigilance Committee is recorded and further communication from him is awaited.

## MASS EDUCATION

The Government communique on the reorganisation of education was considered. As the proposals for the reform of Secondary education contained in the communique were considered by the Working Committee at their meeting held on the 6th and 7th March 1937, the Committee concentrated its attention upon Elementary education and the following resolutions were passed:—

VIII. (1) That mass education should not be taken as synonymous with Elementary Education as is done in the Government Communique.

(2) That separate and adequate provision should be made for adult education.

(3) That while admitting the existence of stagnation and wastage in elementary education it is of opinion that the causes pointed out in the communique are not only those referred to in the communique and that many important contributory cases like inefficient supervision have been equally responsible.

(4) That while recognising the Government view that the most urgent need in mass education at the moment is to eliminate ineffective and inefficient schools, the committee is of opinion that Government should consider at the same time the desirability of converting these ineffective, inefficient and incomplete schools into complete economically well filled and well staffed primary schools.

(5) That universal compulsion should be introduced at a very early date to avoid wastage and also to bring in and retain children in schools.

(6) That the compulsion contemplated in the Government Communique is inadequate, unsatisfactory and disappointing and nothing short of universal compulsory education would satisfy the ideal of 100% literacy of the nation.

(7) That the first charge upon the available resources of the state be expansion of education up to and including 5th standard.

(8) That post elementary schools, complete in themselves and intended for children of age 11 plus, more or less on the lines of central schools contemplated in the Hadow Report should be started in central areas.

(9) That the direct responsibility of the Government in the matter of finding adequate funds for Elementary education should be admitted.

(10) That no reform in elementary education can be satisfactory unless effective improvement be brought about in the service conditions of teachers as contemplated in resolution No. 7 of the Tanjore Provincial Educational Conference (Page 262 of the S. I. T.).

(11) That the posts of divisional inspectors be abolished and a scrutiny be conducted to reduce the number of officers in the education department.

(12) That the idea of increasing the existing number of inspectors be given up and the services of non-official educationists be utilised for purposes of supervision to supplement inspection by Government agencies.

(13) That the suggestion contained in the communique of associating the revenue department in the matter of supervision be abandoned.

IX. *Service Conditions of Teachers.*—That Messrs: S. K. Yegnanarayana Iyer, and M. S. Sabhesan representing the Union do wait in deputation upon the Chief Minister/and the Minister for education and request them to see that the administrative amndements of rules of the M. E. R. be effected with a view to standardise the salaries and to ensure security of tenure as provided in the Local Boards Act.

X. *D. P. I's Coimbatore Speech.*—The Working Committee considers the remarks made by Mr. Statham in his Coimbatore speech on Elementary Education department about elementary school teachers are far too sweeping and the committee is of opinion that they are undeserved especially in the light of the deplorable conditions of service under which these teachers have been working all these years. The committee is further of opinion that there are many other contributory causes responsible for this deporable state of affairs.

XI. *Travancore experiment.*—The Committee welcomes the idea of the Travancore Government in allowing certain schools to experiment in the matter of changing the working hours from 10-4 to 7-11 in the morning.

XII. It was resolved that a small sub-committee consisting of Messrs: S. K. Yegnanarayana Iyer, M. S. Sabhesan and S. Natarajan be appointed to circularise all District Teachers' Guilds and gather their views on the Government Communique, co-ordinate the information thus gathered and place it before the Working Committee at an early date.

# REORGANISATION OF EDUCATION

## VIEWS OF THE S. I. T. U. ON SECONDARY EDUCATION

The opinion of the South India Teachers' Union on Secondary Education forwarded to the Government in March is as follows :—

I. The South India Teachers' Union considers it desirable that the duration of the secondary school course should continue to be six years as at present for the following reasons :—

(a) The extension proposed in the draft resolution will be a great strain on the slender resources of a large number of poor parents who have no idea of allowing their children to go to the University.

(b) Very few secondary schools will be in a position to run the VII form with their existing resources in accommodation, men, equipment and so on unless liberal grants-in-aid are placed at their disposal by the Government.

II. The South India Teachers' Union is of opinion that an external public examination proposed to be held at the end of the IV form stage is undesirable for the following reasons :—

(a) The proposed examination which must be a uniform public examination in view of the purpose for which it is intended to be employed, will come to exercise a dominating influence over teaching with the result that cramming will be the order of the day from I form upwards.

(b) The IV form stage is not the stage when a definite decision regarding the future of the pupil can be arrived at with the help of an external examination and very soon the cry of slaughter of the innocents will be raisd once again everywhere.

(c) The individual differences of pupils will never be given any consideration and methods that will pay in the examination will be resorted to though they are unsound educationally.

(d) An examination of the type proposed in the draft is unreliable and it can give no help in determining the courses for which the pupils are fit.

(e) The test will result in merely eliminating in a very arbitrary manner a number of pupils and the stagnation of a large number of boys at the IV form stage will become a far more serious problem.

III. The South India Teachers' Union is of opinion that no good case has been made out for a definite restriction of the number of students in secondary schools and that any proposal which will result in an arbitrary restriction of the facilities for higher education will prove detrimental to the general progress of the country for the following reasons :—

(a) The congestion in colleges can be relieved by the Universities themselves which are at liberty to fix their own standards for entrance and any proposal to restrict the number of pupils in secondary schools with a view to preventing overcrowding in colleges will be a drastic step.

(b) The Secondary school population in Madras Presidency forms just half a per cent of the total population of the presidency and the following figures

show how any proposal which seeks to restrict the number of pupils in Secondary schools will be regarded as a retrograde step.

| Countries. | Population. | No. of Sec. school pupils in literary and Technical schools. |
|---|---|---|
| | About (in millions) | |
| England | 37 | 12,00000 nearly. |
| Scotland | 5 | 3,50000 „ |
| Canada | 10 | 3,00000 „ |
| Australia | 6½ | 2,50000 „ |
| South Africa | 8 | 1,00000 „ |
| New Zealand | 1½ | 1,00000 „ |
| India | 370 | 10,00000 „ |
| MADRAS | 45 | 2,00000 „ |

(c) The need for a wider diffusion of Secondary Education is real especially in view of the responsibilities the country will have to shoulder under the new constitution In the words of Lord Curzon Secondary education is "the key to employment, the condition of all national advance and prosperity, and the sole stepping stone for every class of the community to higher things."

IV. The South India Teachers' Union is of opinion that what is really needed is a policy of a sound regulation or distribution of pupils and not one of restriction and that a well-planned scheme of diversion at the III form stage is necessary for the following reasons :—

(a) The literary type of the present secondary system is found to be narrow and it takes no notice of the different aptitudes of a large number of pupils who are fit to pursue Secondary Education with advantage though they may not be fit for pre-university courses.

(b) There is a need for alternative courses or diversified courses which will provide ample scope for individual differences and are necessary owing to the hetrogeneous character of the Secondary school population.

(c) Pupils who are keen on proceeding to the upper forms of the secondary school beyond III form stage should be encouraged to do so, when in other countries there are provisions for compelling pupils to remain at school till 15 and to continue to attend part-time and evening schools till 17 and 18.

(d) A scheme of natural diversion whereby pupils are enabled to select voluntarily the courses for which they are fit with the help of parents and teachers will be better than an arbitrary elimination by examination.

(e) Diversion cannot be effective under the scheme proposed in the draft resolution since the adoption of a lower standard for vocational courses will emphasise the prevailing erroneous notion that they are of an inferior type and require no intelligence on the part of the pupil.

V. The South India Teachers' Union is of opinion that **diversion** is and should be regarded as the prime question in the reorganisation of secondary education and it regrets that the Government has not chosen to indicate in the draft resolution at least an outline of the alternative courses to be provided in the middle of the

secondary school course. It feels that in the existing circumstances a bifurcation at the end of III form may be attempted and that secondary schools may be enabled to offer alternative courses so that pupils may complete their secondary school course either in the pre-university line or any vocational line.

VI. The South India Teachers' Union recommends that for bringing about the proper distribution of pupils in secondary schools it is desirable to bear in mind the following points:—

(a) All pupils' proceedings beyond the III form should be placed on the same footing and regarded as secondary school pupils.

(b) The total load on the vocational side be the same as that on the pre-university side but the emphasis on different subjects should vary with the nature of the selected course.

(c) The courses of study for pupils in the vocational side should, while attempting to give a definite vocational bias, also provide for a minimum of instruction in liberal subjects so that they may be able to play their part as citizens intelligently in addition to acquiring the manual skill required for a specific trade.

(d) Education for citizenship should not be forgotten in any scheme of reorganisation.

(e) All pupils should be enabled to receive a Secondary School Leaving Certificate if their conduct and progress be satisfactory and a public examination at VI form should be dropped.

(f) Secondary School Certificate holders alone should be considered eligible to appear for the University entrance examination or Madras Service Commission and Government Technical examinations and the certificates should also be regarded as qualifying the holders for admission to technical institutes or training institutions.

VII. The South India Teachers' Union agrees with the view of the Government that a pupil who is not fit for a literary type should not be encouraged to proceed to the University on the ground that he belongs to the backward community and that clever students from the backward and poor communities be enabled to take advantage of the facilities for higher education through a generous system of scholarship and fee remissions.

VIII. The South Indian Teachers' Union also agrees with the Government that the age limit for recruitment to clerical establishment in Government service may be reduced to 19 so that a large number of pupils who are only anxious to enter public service may be diverted sufficiently early.

**Note.** The views of the S. I. T. U. regarding Reorganisation of Elementary Education will be found on page 387 of this issue.

# GLEANINGS

## FILMS FOR EDUCATION

*The Times Educational Supplement.* (July, 24th, 1937) reviewing the L.C.C.'s Report on the experiments in the use of films for Educational purposes says "The classroom experiments were carefully conducted and searching tests were applied. It was difficult to get uniform conditions for testing, but within inevitable limits the results of the experiments are in favour of "talkies". In two of the subjects taken—geography and the gas industry—all the tests showed the film to be the superior medium. In the other two subjects—biology and physiology—the non-film groups had the better result in one test and the film groups scored in two. The report sums up the position so far as the statistical results are concerned by saying that "the films in the hands of teachers have produced a 'factual' result rather better than that obtained by the teacher using any other device at his disposal." Those conducting the experiments recognized that certain values of the film were not capable of mathematical measurement, and in evaluating these most of the information comes from the questionnaire sent out to the teachers and from the comments of the children themselves in the essays. In this section opinion is overwhelmingly in favour of the value of films.

The film is stated to be of great value in giving children correct impressions, and it is claimed that it has a strong influence on matters of feeling and taste and in the widening of human sympathies. Erroneous ideas (as that farm work is unskilled) are put right. Children become more critical of films seen at the cinema, and show increased interest in news films. There is evidence that the educational film stimulates the work of the school in general. Knowledge gained in film lessons is applied by children to other lessons, and there is an increase in questioning, interest in school libraries, collection of pictures and discussion out of school and at home.

The effect of films on teachers is, it is stated, most stimulating. Teachers state that the films were of great personal interest; contained new knowledge and aspects of the subject; led to more graphic teaching in succeeding lessons, and to new methods and ideas for blackboard work. Great stress is laid on the beneficial effects of films on different types of children. It is found that the "bright" and "backward" gain comparatively more from the film lessons than do the average pupils. In comparing the "talkies" with other forms of visual illustration—silent films, lantern slides, epidiascope and the educational visit—it is clearly shown that each has its own special function and that the sound film does not replace these older forms, and several important points are discussed where economy compels a choice of equipment.

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**Educational System at Birisiri** & Bratachari Ideals and Rhythmic Exercises. Rev. Victor J. White of the Birisiri Mission, Mymensingh, writes in **The Teachers' Journal**, Calcutta, (July 1937) :—This system comprises :—

70 village schools with 2,500 scholars, both boys and girls; 1 Central Model Primary School for Boys with 120 scholars; 1 Central Upper Primary School for Girls with 110 scholars; Industrial school teaching carpentry, Iron work, weaving, sewing,

ferro-concrete, etc.,; 1 Middle English School with extension classes in agriculture —120 students; 1 Guru Training School with 25 students.

Our experiments have covered the whole range of primary and secondary education and we have been able to lead the way in developing a system where theory and practice are well-balanced. Handicrafts and agriculture have been incorporated in the curriculum of the schools thus providing for the students.

The question of suitable physical instruction has received careful attention and we have introduced a variety of exercises based on the western model, also field games such as football, volley ball, cricket and hockey. In addition a troop of boys scouts has functioned successfully as also the Bratachari physical exercises. We have sought a fully as also the Bratachari physical exercises. We have sought a system of physical culture that can be applied to the needs of village schools as well as central institutions, and we are convinced that the Bratachari ideals and exercises are those that can be most universally put into practice. This does not mean we would dispense with other exercises, games and associations, but it does mean in our opinion the Bratachari system gives the inspiration and stimulus that will make all forms of training more successful. From practical experience we find this indigenous system has spread and done more for the physical well-being of children in the villages in two years than other systems have accomplished over a number of years. There is something about these rhythmic exercises which captures the imagination and the impetus thus set up carries it forward to practical fruition.

We have seen the two hundred scholars in our central schools at simultaneous exercises. At one month's refresher course for village teachers we have seen these young men captured by the Bratachari songs and exercises and in turn they have introduced the same into many schools under our care. The Bratachari instructor has been on special duty for over 12 months visiting centres 60 miles west and 30 miles east. Our greatest difficulty has been to comply with the many requests for his services in schools far and near. When on our tour we have seen the children, both boys and girls, Hindus, Muhammadans and Christians, doing these delightful exercises and the experience leaves a new sense of joy and hope.

We are convinced that the Bratachari system in its present form or with certain modifications should be placed on the curriculum of the schools, speically in view of the fact that the Government resolution on primary education is about to be put into effect. Our reasons for coming to this conclusion are:—

1. The system lends itself to general and practical application even in rural areas. Girls and Boys and all castes and creeds can take part: 2. The method adopted inculcates the collective and co-operative spirit as compared with the competitive spirit of some games; 3. The system is indigenous and is related to national conception of physical culture; 4. The ideals and rhythmic exercises bring an inspiration and joy which is exhilarating and contagious.

It may be said, we have more ideal conditions than elsewhere for the introduction of such instruction that will improve the health and physique of youth under our charge. What we have found really works in our educational system, whether along the line of theoretical studies, village handicrafts, agriculture or physical instruction, and is certainly capable of general application to the needs of Bengal and India as a whole.

## EDUCATION AND MENTAL HYGIENE

**Education and Mental Hygiene.** Messrs. William Line, Ph.D., and J. D. M. Griffin, M.D., of the Canadian National Committee for Mental Hygiene write in the **Educational Review** of New Brunswick, (May-June 1937) : "Eary efforts of Mental Hygiene workers were directed towards analytical and critical survey of educational practices. The classroom organisation, viewed as directly under the control of the teacher, came in for careful scrutiny, and practices that seemed contrary to the mental hygienists' view of healthy development were severely criticised. Corporal punishment, trying to force dull pupils into the same curricular mould as bright pupils, motivation by marks and rewards rather than by intrinsic interest in the school work itself, artificial restraints, lack of social freedom and co-operation, competition—these were some of the familiar points of criticism. Typical research investigations were directed towards the clearer **differentiation** of the outlook of mental hygiene from that of the typical classroom teacher. Thus Wickman took pains to show that teachers differed from the psychiatrists quite markedly in the seriousness with which they regarded various forms of behaviour in children. Teachers were now more disturbed by misdemeanours militating against the smooth running of the classroom activities than they were day by day dreaming or shyness, whereas, the mental expert tended to reverse the order of seriousness.

All this was very negative, though at the time, it was probably useful. In any case the educationist during recent years has reached the point where outstanding criticisms launched against him no longer apply. Individual differences in children are more and more being recognised in administrative organisation; special classes and programmes have been set up in many places; sentiment against corporal punishment is growing, and education is getting on, for the most part, without the use of the strap. Enterprise and activity programmes are being instituted, and social attitudes, shyness and day-dreaming are regarded as matters of importance —probably more so than academic achievement. At least there is a real effort to regard the child as of greater importance than the subject matter.

THE S. I. T. U. PROTECTION FUND

Teachers who could spare time to canvass members to the Fund are requested to correspond with the Secretary, 41, Singarachari Street, Triplicane.

# NEW EDUCATION FELLOWSHIP DELEGATION TO INDIA

Plans for the visit of the delegation are nearing completion. The delegation will consist of:—

1. Rektor Lawrin Zilliacus, B.Sc., Chairman of the N.E.F. International Committee and Principal, Tolo Svenska Samskola, Helsingfors, Finland;

2. Mr. Ernest Salter Davies, C.B.E., M.A., (Oxon), Director of Education for Kent, England;

3. Prof. Pierre Bovet, D.Litt. (Geneva), Hon. Litt. D. (Witwatersrand), Professor of Education, University of Geneva and Vice-President, N.E.F. Switzerland.

Madame Bovet will accompany Prof. Bovet. She is Joint-Editor of a monthly paper on Home Education. It is hoped that Mrs. Salter Davies will be in the party. The delegation will come from Australia after attending the Regional N.E.F. Conference there during August-September. It will travel from there to Trivandrum —starting work there on the 25th October.

GENERAL PLAN FOR N. E. F. DELEGATION'S VISIT TO INDIA IS AS FOLLOWS:

| | | | | |
|---|---|---|---|---|
| Monday, | 25th October, 1937 | .. | Trivandrum | 3 days. |
| Thursday, | 28th „ „ | .. | Madras | 5 days. |
| Tuesday, | 2nd November, 1937 | .. | Mysore | 5 days. |
| Monday, | 8th „ „ | .. | Hydrabad | 3 days. |
| Thursday, | 11th „ „ | .. | Nagpur | 2 days. |
| Monday, | 15th „ „ | .. | Bhopal | 2 days. |
| Thursday, | 18th „ „ | .. | Gwalior | 3 days. |
| Monday, | 22nd „ „ | .. | Agra | 2 days. |
| Thursday, | 25th „ „ | .. | Aligarh | 3 days. |
| Monday, | 29th „ „ | .. | Delhi | 5 days. |
| Saturday, | 4th December, 1937 | .. | Lahore | 7 days. |
| Saturday, | 11th „ „ | .. | Ludhiana | 2 days. |
| Tuesday, | 14th „ „ | .. | Lucknow | 4 days. |
| Saturday, | 18th „ „ | .. | Benares | 2 days. |
| Tuesday, | 21st „ „ | .. | Patna | 3 days. |
| Friday, | 24th „ „ | .. | Calcutta | 7 days. (All-India Educational Conference). |
| Saturday, | 1st January, 1938 | .. | Bombay | 7 days. |
| Saturday, | 8th „ „ | .. | Baroda | 2 days. |
| Tuesday, | 11th „ „ | .. | Bombay | Sail for Europe. |

The general arrangements regarding the tour are in the hands of Mr. E. W. Franklin, Spence Training College, Jubbulpore. For particulars of the Madras Programme write to Mr. K. K. Jacob, M.Ed. (Leeds), Headmaster, Christian College High School, Madras, G.T.

# FROM OUR ASSOCIATIONS

## 47TH TRICHINOPOLY DISTRICT GUILD CONFERENCE

(From our Trichy representative.)

Resolutions were passed welcoming the formation of a representative and responsible Ministry in the Province, requesting the Cabinet to establish contact with organised teaching opinion with a view to promoting co-operation between the educational workers and Government and conveying its greetings to Dr. T. S. S. Rajan, a respected local leader, on his appointment as Minister of Public Health at the 47th Trichinopoly District Annual Educational Conference held at Golden Rock, on 24—7—1937.

The Conference was held yesterday under the auspices of the Trichinopoly District Teachers' Guild at the Golden Rock Railway School with Mr. V. Saranatha Iyengar, Principal, National College and President of the Guild in the chair. Nearly 300 delegates were present from all parts of the District.

Mr. S. Guruswami Iyer, Headmaster, South Indian Railway School, Golden Rock, welcomed the teachers on behalf of the Golden Rock Elementary Teachers' Association.

The President in the course of his address in Tamil referred at the outset to the recent Press Communique on the reorganisation of education in all its stages and thought that it was so far-reaching and comprehensive that it required careful examination and revision. Everyone had come to realise that Elementary Education was the foundation of all education and higher education was an impossibility without a sound system of Elementary education. The whole scheme of reorganisation of Elementary education in the province took its source in the Hartog report and we know Mr. Statham's role in producing it. The communique referred to the state of Elementary education for three decades and pointed out the increase in expenditure, the progress in expansion and the results achieved. It tried to correlate education to employment especially in the sphere of higher education. The merit of the communique was that it recognised facts, but the defect of the communique lay in its supposition that education existed for employment, and that the literacy of the masses and a complete course of Elementary education for the children at school were to be achieved by one and the same movement. The communique was thus defective from the point of view of both Elementary education, and Secondary and Higher education.

### MASS AND ELEMENTARY EDUCATION

Mr. Statham, the Director, was bent upon doing something for Elementary education, Mr. Saranathan continued. He was trying to solve the problem of how to spend the money on Elementary education usefully and how to make schools really efficient. But there was a confusion in Mr. Statham's aims as shown in the communique. Mass education had to have literacy of the adults as its objective, and Elementary education had to have the provision of a complete course in each school as its objective. The two were being mixed up by the Government and the Department. Literacy did not depend upon a complete primary course being had in each school. Literacy could be achieved in four months and then sustained and

established through drama, reading rooms, lecture, libraries and other modern devices. It was easy to achieve, because our common people were perhaps the most intelligent and civilised people in the world. The objective of a complete primary course in each school was difficult to achieve for many reasons. It was therefore necessary to keep Mass education and Elementary education apart and treat them differently. To think of universal literacy only as the outcome of a wide system of fully equipped Elementary schools was the English idea. India was not England. Mr. Statham's plan could not be effective on this ground alone. The immediate need was to save the existing schools for the people and not to kill off the schools and restrict school facilities. What applied to politics equally applied to our schools. In politics they were asked to build upon the existing structure. But in education, existing conditions were sought to be ignored. Any reform to be effective must have funds. More and more money has to be spent; let us not talk of waste so soon. The amount spent per head on Elementary education was comparatively small when compared to the expenditure in other countries. Of course attention must be paid to the checking of abuses in this connection. Schools therefore must be financed properly and teachers would then stand by the nation. In the case of literacy, what was required was man power. Every class is open to the reproach of not making any return to the nation for the benefits they derived from the nation as represented by the Government. Teachers alone were not to be blamed for the set-back in literacy. For instance, pensioners would easily be employed to advance literacy outside schools. They should therefore ask Government to have two schemes, one for literacy and another for Elementary education and to reconstruct both on lines suited to this country.

## NEW METHODS

Another direction in which Elementary education was sought to be improved was by new methods, Mr. Saranathan went on to say. They had been long accustomed to memory-training and to books. Methods like the Project method were at present advocated. Such methods were expensive and required experts in Elementary schools to plan and execute them. It was difficult to adopt new methods under existing conditions.

## CURRICULAR CHANGE

Yet another direction of reform was the adoption of curricular changes. What exactly was required was not a mere change in curriculum towards the practical arts and crafts, as suggested; is the aim, even abstract knowledge. True knowledge is always abstract knowledge.

## SUPERVISION

The reform proposed in regard to supervision was more supervision. Already supervision was in one way overdone. There was no doubt that a great force of Junior Deputy Inspectors would be more and more necessary. But jurisdiction had to be contiguous and not concurrent as it was at present. Where was the need for a Senior Deputy Inspector over a Junior Deputy Inspector? Where was the need for a Divisional Inspector over a District Educational Officer? The appointment of officers seemed to be based upon a blind policy. What was wanted was a Teachers' Soviet for each area and not more officers and not certainly revenue officials. The suggestion to attach revenue officials for supervision of schools was, in his opinion, atrocious.

## HIGHER ELEMENTARY SCHOOLS

The idea of a Higher Elementary school apart from the Lower Elementary school was a good idea. Such schools were intended to cater for boys and girls who did not go to High schools. What was needed was a Higher Elementary school for each group of Lower Elementary schools. But even there, a conflict of ideas had rendered the Higher Elementary school useless. It had become a passage to the High school, where admissions were made from such schools to the detriment of High school education. There was a monotheism about things Indian and especially in regard to their educational system. They said the Matric or the S.S.L.C. or the Honours course for all." So they had spoiled the Higher Elementary school system. Mr. Statham wanted to effect a divorce between Secondary education and Higher Elementary education. Here again what was needed was a reform of defects, and not a reform of structure. Why institute a general examination for Higher Elementary school pupils ? The reform needed in Elementary education was the remedying of abuses and not the changing of the structure. They had to infuse power in the structure and to develop that power in the teacher.

## SECONDARY AND HIGHER EDUCATION

Mr. Statham's ideas about Secondary and Higher education were born out of his own personal life and career, Mr. Saranathan proceeded. He wanted youngmen to learn to work at a job, if need be, from the start. He was attempting to mould to this idea the pre-University and vocational parts of Secondary education. It was doubtful if the changes proposed were at all necessary. The structure as it was, was all right. There was the Middle school, the High school and the University. There was no need to alter the structure in Secondary or Higher education either. What were required were internal changes and not external changes. Mr. Statham's solution was not going to be effective as it was a needless interference and "a mixing of drinks".

## APPEAL

Concluding, Mr. Saranathan appealed to the Government and teachers to pool their accumulated experiences and make the existing structure grow. The communique bristled with confusions. The Madras school system had been reformed before that of other provinces and was the best in India. 'Let us not ruin that system by the proposed changes in structure,' he concluded.

## RESOLUTIONS

**Ten year plan of Education.** In the afternoon session Mr. S. T. Ramanuja Iyengar, moved a resolution on a ten-year plan of education in the course of which he said that his motion was opportune as it expressed the mind of the Guild on the eve of the reconstruction that was under the consideration of the new Ministry. At the background of the resolution was the consciousness that Government had had no policy in respect of Education and that they had pursued a policy of drift. The resolution enunciated some principles and made some suggestions. To advance literacy, intellectual conscription was suggested. To advance efficiency, a plan to make the schools attractive for the child and to make teachers work hard, had to be evolved in consultation with organised teaching opinion. The financial problem which was a difficult one had to be solved by Government raising an Education Fund from the public on the lines of the King George's Jubilee Fund; the creation of a public loan as contemplated by the Interim Ministry; by an Endowments' Act to

save for the State what had been set apart as grants to educational institutions and by State subsidies and State audit which could effect a substantial saving in educational finance which was being wasted at present by an indiscriminate and an antideluvian system of grants and subsidies. The machinery of education had to remember that the teacher was not a spare part thereof, but a vital factor, as important as the army of the Inspectorate. In this connection it was necessary for the Congress Cabinet not to follow Dr. Subbarayan's theory of the teacher being a commodity in the educational market, but to make the teacher a public servant and to bring the teaching profession under a Teachers' Registration Council, like the Bar and Medical Councils. The structure of education had to be replanned by an area survey, with jurisdiction well defined. The administration of education had to be placed under a Provincial Board to do the work of the educational police. The educational side of the system had to be made effective by making Inspectors and Training schools capable of giving educational guidance as in America. The top heavy Inspectorate had to be done away with as they were needless both from the point of view of effective administration and educational guidance. The plan suggested could be backed up with vital statistics, and the pursuit of the plan by the Congress Ministry was bound to achieve what both the Director, Guilds and others had in their minds.

The resolution was carried.

## ELECTION OF OFFICE-BEARERS

Mr. V. Saranathan was re-elected President. Rev. Fr. A. M. Antoniswami, S.J., of the St. Joseph's College High School and Mr. T. J. Mully, Headmaster, Municipal High School, Karur were elected Vice-Presidents. Mr. V. D. Venkatasubramania Ayyar (St. Josephs) as Secretary. Mrs. Grace Dora Raj and Mr. K. N. Sambasiva Sastri (Lalgudi) were elected Joint Secretaries, while Mr. S. T. Ramanuja Iyengar was re-elected as the Guild representative to the Provincial Executive of the South India Teachers' Union.

## OFFICIAL CO-OPERATION ASSURED

Mr. T. S. Krishnamurthy, District Educational Officer, Trichy, who arrived was welcomed by the President. Mr. Krishnamurthy replying in Tamil said that they were living in time of changes and the people, the parents and teachers had to take more interest than at present in the education of children. The authorities were prepared to pay heed to the representations of teachers, particularly when a change was taking place in the Government of the country. The new Ministry was bound to interest itself in Education and there was bound to be greater progress in Elementary Education. He assured them of his co-operation with the Guild in its effects.

With a vote of thanks proposed by Mr. S. T. Ramanuja Iyengar, the meeting terminated.

In the morning between 7 and 11 nearly 150 teachers visited the South Indian Railway Golden Rock Workshops, by the courtesy of the Works Manager.

The following are the resolutions passed at the 4th Annual Conference held at Golden Rock on 24—7—1937.

1. **Welcome to the Ministry.** This Conference of the Guild welcomes the formation of a representative and responsible ministry in the province and requests the

Cabinet to establish contact with organised teaching opinion with a view to promoting co-operation between educational workers and Government.

2. **Greetings to the Hon'ble Dr. T. S. S. Rajan.** This Conference resolves to convey to Dr. T. S. S. Rajan, a respected leader of Trichy, its greetings on his appointment as Minister of Public Health.

3. **The Government Proposals Re: Reorganisation of Education.** This Conference appeals to Government to place the reorganisation proposals recently gazetted, for revision by a representative committee of the Legislature, the Department and the South India Teachers' Union.

4. **A Ten-year Plan of Education.** This Conference suggests to the Government to concentrate immediately on:

(a) the achievement of mass literacy through intellectual conscription;
(b) the improvement of efficiency in teaching, in schools and colleges, by a planned programme of child and teacher uplift;
(c) the adoption of a programme of reorganisation of the educational structure based on an educational survey of the province;
(d) the reconstruction of educational finance by (i) a National Education Fund, (ii) a public loan for Mass education, (iii) an Educational Endowments' Act, (iv) State subsidies for nationalisation of schools, (v) State audit of all educational institutions;
(e) the reform of the administration and work of educational bodies and offices;
(f) the reorganisation of the limbs of the educational machinery by (i) abolition of Divisional Inspectors, (ii) establishing a Provincial Board of Secondary education, (iii) unification of the teaching service of all agencies under a teachers' registration council, with a service code and salary schedules, (iv) reorganisation of the Inspectorate and Training Colleges and schools with a view to make them capable of giving educational guidance.

5. **Efficiency in Schools.** While recognising the need for teachers in the district to tackle classroom problems and apply the principles of modern methods of teaching with a view to improving the standards of teaching and learning in schools this Conference calls upon managements to give teachers all facilities for such experiments.

6. **Medical Inspection of Children.** This Conference urges the Ministry to make provision in the Budget for the compulsory medical inspection and free treatment in hospitals of the locality of children at school in the interests of the building up of the nation's child capital.

7. **Elementary education.** This Conference endorses the recommendations of the Tanjore Provincial Educational Conference re: Elementary education and requests the Ministry to give their best consideration to the same.

8. **Secondary and Higher Education.** This Conference is of the opinion that the system of Secondary and Higher Education requires improvement in efficiency and the adoption of new objectives, rather than a reorganisation of the structure and content of Secondary and Higher education.

9. **Representation of Guilds in District Bodies.** This Conference urges that every Guild in the province should be represented as such in bodies like the District Secondary Education Board, District Education Council, District Board and District Economic Councils, with a view to enabling organised teaching opinion to have a bearing.

10. **Guild Office-bearers.** (a) The Managing Committee recommends to the general body the adoption of the conventions re: office-bearers as outlined in the annual report the convention to come into effect from the 48th session.

(b) **Amendment to Rule 10(c).** Amend 2 into "3 secretaries" and add at the end of the section, "the third being one from the Elementary teacher members in the Guild."

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## THE MALABAR DISTRICT TEACHERS' GUILD

### THE ANNUAL MEETING

The Seventh Annual Meeting of the Malabar District Teachers' Guild was held on Saturday the 31st July 1937 in the Nurani Hindu High School, Palghat, with Mr. N. R. Ramaswamy Ayyar, B.A., L.T., in the chair. There was a fairly large attendance of members representing the different schools in the district.

The President in his introductory remarks extended a hearty welcome to the members of the Guild, after which the Secretary, Mr. T. K. Subramaniam, read the Annual Report, which was unanimously adopted. The Report is printed elsewhere in these columns.

The following office-bearers were then elected for the ensuing year:—

President: Mr. A. V. Kuttikrishna Menon, M.A., B.L., L.T.

Vice-Presidents: Sreemathi C. Chinnammu Mannadissyar, B.A., and Mr. N. R. Ramaswamy Ayyar, B.A., L.T.

Secretary: Mr. T. K. Subramaniam, M.A., L.T.

Joint Secretary: Mr. P. Gopalan Nair, B.A., L.T.

Treasurer: Mr. K. U. Damodaran Nair.

Mr. S. K. Padmanabha Ayyar, B.A., L.T., of the B. E. M. High School, Palghat, was elected as the Guild representative on the S. I. T. U. Executive Board.

The retiring office-bearers, i.e., the Vice-President: Mr. K. Janardanan Thampan and the Treasurer: Mr. S. K. Padmanabha Ayyar, were thanked for the work done during the year.

The draft rules of the Guild presented by the Revision Committee were read and adopted after which came discussion on resolutions.

Mr. K. S. Gopalakrishna Ayyar, B.A., L.T., Headmaster, Board High School, Kottayi, moved the first resolution regarding the impending reorganisation of Secondary education. It brought to light a great cleavage of opinion among the members and so it was resolved to refer it to affiliated Associations for their opinion, its final adoption depending on the majority view of the said Associations. The other resolutions were all adopted unanimously.

### RESOLUTIONS

1. Resolved that the reorganisation of Secondary Education be on the following lines:—

(a) The Elementary and Secondary system in vogue be done away with and that there be only one system as detailed hereunder :—(i) Primary stage—Classes I to IV, (ii) Lower Secondary stage—Classes V to VII, (iii) Upper Secondary stage—Classes VIII to X.

(b) There be a Public Examination on the basis of linguistic areas which shall serve as Entrance Examination for University Courses.

(c) There be vocational schools established in suitable centres to cater to the needs of those who do not go in for University education.

(d) Vernacular be the medium of instruction in all non-language subjects.

(e) Education in the first two stages up to the end of class VII be free and compulsory.

2. Resolved that this meeting do convey its humble felicitations to the Congress Ministry on their acceptance of office.

3. Resolved that the unqualified Pandits, Drill and Drawing Masters appointed prior to 1926, be permanently exempted from having the prescribed qualifications.

4. Resolved that Hindi be introduced as a compulsory subject in the Secondary School Course and that Government be requested to recognise the titles conferred by the Dakshina Bharat Hindi Prachar Sabha in appointing Hindi Pandits.

5. This Guild do recommend to the Boy Scouts' Associations in the various schools in Malabar to sever their connection with the Baden Powel Movement in view of his attack upon Indian character and to get themselves affiliated to the Seva Samiti.

6. This meeting is of opinion that a dhoti, a full shirt and an angavasthram will constitute a decent dress and that teachers be permitted to attend the school in this dress.

7. This meeting supports the resolution passed by the Malabar District Secondary Education Board regarding the Board at its meeting held in July.

With a vote of thanks to the chair proposed by Mr. T. K. Subramaniam, the Secretary and an enjoyable "At Home" to the members by the Teachers' Association of the Nurani Hindu High School, the function came to a close at about 5 P.M.

Kottayi,
Dated 6th August, 1937.

T. K. SUBRAMANIAM,
Secretary.

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## THE MADRAS TEACHERS' GUILD

### 43rd ANNUAL MEETING

The forty-second annual meeting of the Madras Teachers' Guild was held on Saturday evening at the Singarachari Hall, Hindu High School, Triplicane, with Mr. M. D. Manikkam, the President, in the Chair. 400 Teachers were present.

Mr. G. V. Narayanaswami Aiyar, on behalf of the staff of the Hindu High School, welcomed the members of the Guild and thanked them for having accepted the invitation to hold the annual meeting in their school. The Guild, he said, had been doing good work for many years and he trusted that under the new Government their labours would bear fruit. The reorganisation of the whole system of education was on the anvil and he expected that the Congress Ministry would give due weight to the opinion of the Guild in improving their education. He fully believed that under the new dispensation the examination-ridden system of education would give place to a better system on really national lines. He also announced that the staff of his school had contributed Rs. 50 towards the building

fund of the Guild. He then invited the members to a lunch arranged by the members of the school staff.

The President declared that for the new year Mr. M. S. Sabhesan was elected President, Messrs. P. T. Srinivasavaradan and G. Srinivasachari, General Secretaries and Mr. Syed Mahamood, Treasurer.

Lunch over, the members met again under the presidency of Mr. M. S. Sabhesan, the newly elected President. He thanked the members for the honour done him and assured them that he would try to serve the Guild as much as possible.

### GOVERNMENT'S PROPOSALS

The Secretary presented the annual report and it was adopted. The report stated that the strength of the Guild stood at 679. The number of members on the rolls at the beginning of the official year was 628. As many as 81 members were admitted during the year. The proposals for the reorganisation of education which the Government had under contemplation were now published for expression of public opinion and the proposals regarding secondary education were considered by the Guild and its opinion on them was in the main approved by the Provincial Education Conference. The Guild regretted that some of its sections continued to be dormant. Much of the work of the Guild really depended upon the activity of the several sections. Reorganisation of education and the reform of the public examination were being seriously discussed. It was very necessary that the sections of the Guild should make a careful study of these questions. The proposals of the Government in regard to elementary education required very careful study and the Guild should not hesitate to express its opinion. The public looked to the teachers' organisation for a proper lead and it was the duty as well as the privilege of the Guild to study these problems and give its opinion. The impression that the public would form of the teaching profession depended upon professional solidarity and efficiency.

Mr. S. K. Yegnanarayana Aiyar next addressed the gathering. He said that an influential delegation of the New Education Fellowship would be visiting Madras on the 25th October. The delegation would consist of Rektor Lawrin Zilliacus, Mr. Salter Davis and Mr. Pierre Bovet, all distinguished educationists. It was proposed to hold a new Educational Conference and also celebrate the 7th Education Week. A Reception Committee had been formed to accord a hearty welcome to the Delegation and he appealed to the teachers to contribute their mite to make the visit of the Delegation a success.

### ELEMENTARY EDUCATION

Mr. S. T. Ramanuja Iyengar of Trichinopoly spoke on the Government Communique on reorganisation of elementary education. He said that the time had come for the teachers to give a definite opinion in the matter of evolving a plan of their own, and present it to the powers-that-be. The communique certainly dwelt at length on inefficient, incomplete and unwanted elementary schools. But nowhere in that communique was a plan outlined. The elementary teacher alone was not responsible for wastage in education. Any reorganisation of elementary education must begin with the betterment of the lot of those teachers. This must be made clear to the authorities. There must be legislative and statutory guarantee for the teachers. This did not mean that the technique of elementary education did not require improvement. The administration was top-heavy. The elementary school teachers should not be looked down. The structure of elementary education could be improved by voluntary efforts of higher grade teachers. The idea that a teacher was a commodity must be given up by the Government. If these

fundamental improvements were carried out, wastage and stagnation in elementary education could be avoided.

The Chairman in bringing the proceedings to a close exhorted the teachers to have unanimity among them and to be vocal and articulate in their demands, in respect of reorganisation of the whole system of education. At present most of the teachers were as silent as the students themselves when questions were put to them in the classes. They should insist upon legislative and administrative measures for obtaining security of service for their profession. They must speak on educational questions purely as educationists. Let them not spend their time merely on insisting upon safeguards. At the same time the powers-that-be should look to the needs and requirements of the teaching profession. He wished the Guild a new era of activity in the coming years and thanked them for having elected him as President.

With a vote of thanks the meeting terminated.

## THE TEACHERS' BOOK-SHELF

**Stories of Peter and Pat.** By Florence M. Surfleet. Form books. (1) Kitty Green Eyes. (2) The adventure in the woods. (3) Pear Jam. (4) The Blue Pencil.

These are an interesting set of stories introducing familiar things and taking the young readers to adventures which would grip the attention of children and make them continue the reading with interest. They are full of interesting dialogues with the ordinary abbreviation of spoken English. The books are illustrated attractively and the illustrations besides improving the appearance of the book are designed to help in the understanding of the story.

The first book 'Kitty Green Eyes' tells the adventures of a Kitten up an apple tree from which she is afraid to get down and Peter and Pat assisted by the mother trying to help it. The second, 'The Adventure in the Woods', describes the children's visit to a neighbouring wood. The third book, 'Pear Jam', gives an exciting kitchen stores, the attempt of the family to make Pear Jam, how the jam was overboiled it tasted no nice and sweet, that the children caked it Pear Toffee and enjoyed its taste. The fourth book gives in a manner sure to fascinate the readers the account of a quarrel over a lost pencil and reconciliation between Peter and Pat on finding the lost blue pencil.

The books are printed in large type and may well be placed in the hands of boys of Form I or II as interesting supplementary readers.

## EDITORIAL

**THE NEW EDUCATION FELLOWSHIP**

Our readers will be glad to learn that a section of the New Education Fellowship has been organised at Madras. Membership is thrown open to all those who are deeply interested in the education of children on sound lines. There is a common notion that schools and teachers should seek to mould the child into a pre-conceived pattern. This *potter* conception has given place to the new idea of the gardener who has to watch the growth of the tender children and to let them have opportunities for the development of their complete personality. Such an outlook involves a new approach of the problems of school life and the New Education Fellowship has as its object the investigation of all aspects that have any bearing on the personality of the child. The Fellowship section has not been started a day too soon in Madras and the human touch which is the outcome of this Fellowship will stimulate the profession to face squarely the problems of the child. The Madras section whose jurisdiction covers the whole presidency is fortunate to receive a delegation of the New Education Fellowship in October. The delegation is to consist of:—(1) Rector Laurin Zilliacus; (2) Mr. Salter Davies and (3) Mr. Pierre Bovet. We have no doubt the South Indian public in general, and the teaching profession in particular have been eagerly looking forward to the visit of the delegation. The Working Committee of the South India Teachers' Union has decided to make the Education Week synchronise with the visit of the delegation and we appeal to all teachers and teachers' associations to make proper arrangements for the visit of the delegation and the celebration of the Education Week. The delegation had originally an idea of staying for a week in Madras but their stay is cut short by two days so as to provide for the visit of the delegation to the progressive Travancore. The party is expected to be in Madras on 28th October and the Education Week is to commence on 25th October. It is not possible for the Committee to give any details of the programme just now since the final decision can be announced only after consulting the convenience of the delegation. The Reception Committee that has been constituted to make the arrangements is fortunate to have as its Chairman, The Hon. Dr. Subbaroyan, Minister for Education. Mr. S. K. Yegnanarayana Iyer, the President of the Union and Mr. K. Kuruvilla Jacob, Headmaster, Christian College School, are the Secretaries of the Reception Committee. The Working Committee of the Union has authorised the Secretary of the Union to appeal to teachers and affiliated associations throughout the presidency to enrol themselves as members of the Reception Committee. Membership of the Reception Committee is a privilege and it is not every day

that the teaching profession will be having the opportunity of having as its guests such distinguished educationists from foreign countries in our midst as teachers among teachers. There is one point which every teacher is requested to bear in mind. While the Reception Committee can be expected to be economical, it should be confident that it can have the wholehearted backing of the profession at this moment. This is an occasion when each teacher, school, association and management in every locality should severally and jointly contribute to the success of the visit of the delegation. What is more important is that the contributions should reach the secretaries in time so that anxiety may be relieved and proper arrangements be made. We hope the appeal of the Union will have a prompt and adequate response.

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**HINDUSTANI**

The announcement that Hindustani is to be a compulsory subject has created a stir in several quarters. It is a mere accident that the Congress Party happens to be closely associated with the introduction of Hindustani in schools. The question should be judged on its own merits. While discussing this topic, it should not be forgotten that strenuous efforts have been made for several years by enthusiastic and self-sacrificing persons to spread a knowledge of Hindustani in South India. It is a matter for satisfaction that such efforts have been fairly successful. There is a distinct feeling everywhere that somehing should be done to establish a *lingua franca* for the whole country. Persons who are competent to guide us in regard to this matter have made out a strong case for Hindustani. English is understood only by a microscopic minority that has received western education and the South Indian vernaculars are not understood outside the respective districts. Young men of South India are now seen in large numbers everywhere outside the presidency and it is necessary that they should be in a position to come into contact with the people. The South Indian Teacher-delegates could not enjoy to the full the North Indian tour organised by them on account of their ignorance of Hindi. They learnt with surprise that without Hindi they could hardly understand North India. On general grounds one should admit the need for instruction in Hindustani. Considering that voluntary efforts have been fairly successful and that an atmosphere has been created, it is but fair that a more definite step should be attempted. The Provincial Educational Conference held at Tanjore discussed the question and a number of delegates was for making Hindustani compulsory throughout the High school stage. The resolution that was finally adopted is that Hindustani should be made a compulsory subject in the first three forms of the High school. We welcome the move of the Government in regard to Hindu-

stani. It is unfortunate that gentlemen of the standing of Sir K. V. Reddi should read more into the proposal. When the soundness and need of a measure are admitted, it is wise policy to lose no time in mere discussion. It is for the schools to give effect to the scheme. Perhaps the department will be issuing presently certain hints or suggestions for the guidance of schools. It may be taken for granted that the introduction of Hindustani is not at all to be understood as minimising the importance of either English or the Mother-tongue. While we would welcome from the authorities any general hints with regard to the teaching of Hindustani, we feel that the schools should be given some latitude in regard to hours, method and scope. We have no doubt that schools will discuss the practical details in their masters' association meetings and frame a scheme suited to the locality. They may be certainly expected to deal with the question in a scientific and sympathetic manner and with due regard to the interests of the country and the pupil. The Government proposal does not ask for much and it rests with schools and teachers to do their part. Experience alone will tell us what further steps will have to be taken.

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**REORGANISATION OF EDUCATION**

A press communique explaining the plan which the Ministry for Education proposes to adopt with a view to ascertaining the opinion of the public and educational bodies in the matter of the proposals for the reorganisation of education has been issued. The Hon'ble Minister for Education or his Secretary will meet in conference the Presidents of District Boards and of District Educational Councils, Headmasters, Teachers' Guilds and so on in select centres and receive representations. It is not clear even now whether the Congress Ministry has taken responsibility for the scheme formulated by the previous Ministry. There was a report in the press that there were vital differences between the Congress Ministry and its predecessor in regard to Elementary education. If that be the case, it is necessary that the Congress Ministry should have reconsidered the original proposals and issued a fresh communique explaining their programme. The bodies and individuals whom the Minister proposes to meet in several centres were given an opportunity to express an opinion on the reorganisation proposals. Do the authorities intend to take the existing proposals as the basis for discussion ? It would have been much better if the Minister had appointed a committee consisting of the Director of Public Instruction and representatives of bodies that forwarded their opinions already to discuss the different aspects and submit a report. The Minister will then be in a better position to announce a definite policy acceptable to the public and in consonance with the party ideals. The plan of consultation proposed in the press communique will only mean random discussion leading to no

definite conclusion. The problem is a very intricate one and there is the danger of details being overemphasised to the detriment of the general policy. Not even the most optimistic among us can at all hope for any early solution of the vexed problem of reorganisation through this plan of consultation. It would be something if the Ministry should indicate what its view is with regard to main questions, such as compulsion in Elementary education, the financing of education, the diversion of students to vocational courses, the provision of facilities for adult education, and the role of Universities. There is no point in the proposed conference at select centres when the public is not given a chance of knowing the mind of the Ministry. The Congress Ministry has chosen to take action with regard to prohibition and one fails to see the reason for the 'hasten slowly' attitude in respect of an equally important question of reorganisation. We hope that the Ministry will take all the materials in its own possession into consideration and formulate a scheme, which may be published for public criticism.

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**A RIGHT MOVE**

The authorities, we understand, have decided that teachers who intend to join the training colleges and schools will not hereafter be required to produce a certificate of having worked previously as teachers for some time. We should consider this to be the right move. It is not necessary to know why such a condition was enforced all these years. It might have been enforced solely to enable the large number of untrained teachers in schools to qualify themselves as trained teachers in preference to those who have not been employed in schools. This condition which may be theoretically sound has, however, been responsible for many of the abuses in school administration. Bogus schools, nominal teachers, manipulation of grants and similar objectionable practices have found their way in school life since a number of honest young men have been compelled by force of circumstances to become a party to them. A training college or school should have its own plan for selecting the proper type of persons with aptitude for teaching. It is essential that great care should be taken in regard to selection at the outset; otherwise the profession will have a number of misfits and the money spent on the training of such men will be a waste. Those who have had experience of training institutions go one step further in order to improve the quality of the teachers under training and suggest the abolition of stipends. There has been a feeling that, in the case of training schools, several persons who were not keen on teaching and had no aptitude looked upon the stipend as a means of livelihood and somehow managed to get admission through recommendation or influence. Now that everyone is anxious that Elementary education should be placed on sound footing, we hope the training insti-

tutions will not be swayed by any consideration other than fitness for the profession in the selection of pupils. Their responsibility for selection has now become greater and with the non-provision of stipends except for the really deserving but poor candidates, it may be hoped that students who join the training school will be persons who are anxious to qualify themselves for the task ahead of them.

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**AIDED EDUCATION**

The letters of Mr. N. K. Thirumalachari and others criticising the opinion of the Madras Teachers' Guild in respect of the agency for running Elementary schools show that the critics have not understood aright the attitude of the Madras Teachers' Guild. It is not the object of the Guild to underestimate the services rendered by the aided agency. The present situation in regard to Elementary education has been clearly pointed out by various committees as well as by the Director of Public Instruction. Many of the very serious defects in the system of Elementary education are to be ultimately traced to the unsatisfactory administration by the poor teacher-managers. While all these years pointed attention has been drawn to stagnation and wastage, managing bodies and teacher-managers have not chosen to express their opinion or to indicate the measures they are prepared to adopt to prevent stagnation and wastage. The large number of teachers under aided management have been feeling their position to be deplorable and they know where the shoe pinches. The managing committees and teacher-managers have been consistently pleading want of funds and their only income is admitted to be grants and fee-income. The employment of a large number of untrained teachers, the existence of bogus schools, the ephemeral nature of hundreds of schools, the non-payment of teachers, the irregularity in the payment of salaries are features which are true of most of the schools under aided management. The very fact that the authorities call upon the teacher-managers and managing committees to pay the teachers in Elementary schools at least the amount sanctioned as grant by the Government speaks for itself. Any small reduction in the grant is immediately followed by cuts and by non-payment of salaries. It is very doubtful whether teacher-managers will ever be able to satisfy the conditions laid down in the Government communique regarding the conversion of inefficient and incomplete schools into efficient and complete schools. The teaching profession which is well aware of the existing situation cannot help expressing the view that Elementary education can hardly improve if Government should rely chiefly upon aided teacher-managers. The poverty of the teacher-managers and managing bodies is frequently referred to in administration reports and the Department itself doubts if any improvement can be effected solely by teacher-managers. Under such circum-

stances it is the duty of the profession to impress upon the Government the necessity for reconsideration of the existing policy, if expenditure on Elementary education should bear fruit. This attitude should not be regarded as hostility to the private manager. Very often reference is made to the cheapness of education in aided schools but it is time that the public should know that this so-called cheapness means nothing to the parent. It really amounts to a denial of all facilities for the efficient instruction of children on uptodate methods. Bad and dirty buildings, lack of playgrounds, under-paid teachers, employment of untrained teachers, insecurity of tenure, lack of equipment and so on are admitted to be the common features of aided schools and the managers do not take them to be serious defects requiring their close attention.

It is open to managers to tell the Government in plain terms that they will close their institutions if the necessary financial help be not forthcoming. One cannot understand why the teaching profession should consult the managers before expressing an opinion on the agency. It is for the Government to consider all aspects of the question and to take such steps as may be necessary for placing education on a sound basis.

The Madras Teachers' Guild has not ruled out aided agency but it has done the right thing in making it clear that state help to the management should depend upon the extent to which the managing bodies are willing to abide by the departmental rules with regard to the conditions of service and qualifications of teachers. The Department has already seen the need for formulating rules for conditions of service and in the Indian State of Cochin, the Director of Public Instruction has expressed the feeling that the managers should be called upon to deposit in the Bank the amount needed for the disbursement of salaries. Elementary education has been engaging the attention of the public, the authorities and the teaching profession. All parties are and should be interested in the rapid expansion of efficient Elementary education. If the managing bodies do not consider themselves merely as managers they will not hesitate to point out to the Government again and again that they are not in a position to bear the responsibility for the running of schools. So far as we are aware, neither the teacher-managers nor the managing bodies have brought home to the Government the seriousness of the situation. They are attempting to carry on the administration with the inadequate and uncertain doles. Lest the attitude of the teaching profession should be misunderstood, we should make it plain that it is not against private management as such and that the need for a reconsideration of the policy is deemed necessary solely in the interests of the country.